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ABSTRACT

These proceedings consist of 20 presentations made during 5 sessions at a conference dealing with alternative degree programs for adults. The following papers are included: "Narrative Reasoning as Assessment" (Richard M. Ashbrook); "Political and Administrative Issues in Developing a Distance Learning Based Program" (Margaret Foss, Conni R. Huber); "Diversity and Access: Focus Groups as Sources of Information for Addressing Recruitment and Retention of Adult Diverse Students" (Judith Gerardi, Beverly Smirni); "Seizing Learning Opportunities: Embracing a Collaborative Process" (Randee Lipson Lawrence, Craig A. Mealman); "Modeling Inquiry: How Do We Understand Theory?" (Carla R. Payne); "Peering into Cyberspace: An Examination of the Issues Facing Faculty and Adult Learners Entering the Realm of Distance Learning" (Elene Kent, Mary Ellen Shaughnessy); "A Panel Discussion on Intergenerational Learning: The PEL-ASPEC (Program for Experience Learners-Academy of Senior Professionals at Eckerd College) Project at Eckerd College" (Leo L. Nussbaum, James J. Annarelli); "A Performance Management System for Adjunct Faculty: Selection, Orientation, Development, and Evaluation" (Cindy Scarlett, Sandie Turner); "Dialogue: A Skill for Praxis" (John W. Willets, Carol Ann Franklin); "Academic Excellence through Part-Time Faculty" (Fredric Zook, Frederick Romero); "Learning to Learn Workshops for Adult Students: Pathways to Discovery" (Lillian Barden, Deborah Cash); "Eliminating Racism and Teaching Tolerance in Our Adult Education Classes" (Angela Clark-Louque, Carol Ann Franklin); "Gender-Based Learning Characteristics of Adult Business Students at a Liberal Arts College" (Steven L. Sizoo et al.); "What Is Adult Higher Education Doing to the Political Environment?" (Robert H. McKenzie); "So What Makes a Good Independent Study Course?" (Andrew J. Carlson); "Adult Learners and Liberation Today" (Michael Hoy); "Degree Completion Advising Model--A Case of Montreat College" (Ken D. Lakin, Isaac Owolabi); "Multicultural Education: Visions from the Past, Actions for the Future" (Irene Rivera de Royston); "Part One of an Outcomes Study: Implications for Management Education" (Carolyn C. Shadle et al.); and "Teaching Online: Design Issues and the Creation of an Asynchronous Learning Environment" (Danney Ursery). (YLB)

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16th Annual ALLIANCE/ACE Conference

An Association for Alternative Degree Programs for Adults
and
The American Council on Education

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THE PROCEEDINGS

for

THE SIXTEENTH ANNUAL

ALLIANCE/ACE CONFERENCE

VISIONS AND REVISIONS

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St. Pete Beach, Florida

October 3-5, 1996

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SESSION I

Narrative Reasoning as Assessment

Richard M. Ashbrook

Capital University, Columbus, OH

Abstract

Since modern educational practice originated after the development of formal science, its theoretical foundations have almost always remained true to positivistic notions of description, prediction and control—the tenets of scientific reasoning. The influence of formal science on education is apparent in contemporary educational practice. For example, principles of good practice demand the clear description of educational objectives, precise prediction of learning outcomes and consistent control over classroom practice. Nowhere is the reliance on formal science more apparent than in the assessment movement which places a premium on the quantitative measurement of learning outcomes.

Despite this reliance on the traditions of formal science, early empirical voices (e.g., John Stuart Mill, William Wundt, William Stern, Henry Murray, Alfred Adler) called for narrative alternatives to scientific reasoning—for instance, ethology, individual psychology, and the ideographic approach. The legacy of these early voices appears in contemporary psychology and elsewhere in variant forms (e.g., life-span development, psycholinguistics, personal construct theory, situated cognition, clinical case study) but social science disciplines generally have been slow to accept the legitimacy of reasoning based on alternatives to formal scientific thinking. Higher education has been no different;

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alternatives to formal scientific reasoning mostly have been ignored.

This paper will explore the application of narrative reasoning in higher education by examining life story. Life story, like narrative, depends upon human experience, yet as there exists no single articulation of life meaning, there hardly can be a consensus among educators as to the proper framework from which life stories are understood. Any reconciliation of frameworks across disciplines faces some troubling obstacles, some of which reflect the peculiar nature of human experience and defy analysis by accepted conceptual tools. For instance, "human experience is not organized according to the same model we have constructed for the material realm" (Polkinghorne, 1988, p. 16). Martin (1986) recognizes the methods of the natural sciences, so prominent since the nineteenth century, proved inadequate for an understanding of society and culture: "[N]arration is not just an impressionistic substitute for reliable statistics but a method of understanding the past that has its own rationale" (p. 7). Titon (1980) reaches the same conclusion: the "scientific criterion is irrelevant to explanation in storytelling" (p. 279).

Participants in the paper session will explore approaches to assessment that utilize narrative reasoning and consider its application to classroom research, program evaluation and credit for prior learning. An emphasis is placed on life story and autobiographical writing. The paragraphs that follow provide an introduction to some critical issues.

A Definition of Life Story

Since several disciplines utilize life story as a source for their research, an examination of assumptions underlying its use affords an opportunity for theoretical and

methodological integration across several seemingly disparate academic areas. Psychologists, for example, analyze life stories to reveal human nature. Ethnographers study life histories to reflect culture while folklorists collect self-narratives to reveal social pattern and to examine the ways life is turned into art. Of course these simple distinctions between researcher (psychologist, ethnographer or folklorist) and purpose (human nature, culture or social pattern/art) obscure debates within each academic discipline over the proper purpose of life story. Later, these differences will be pursued, but first a starting place is sought to define the life story.

Jeff Titon's (1980) definition of life story as a 'personal narrative' or a 'story of personal experience' offers such a starting place, as does his elaboration that life story emerges from conversation, its ontological status the spoken word even if the story is transcribed, edited and printed. Add to this a simple definition of narrative, such as Donald Polkinghorne's (1988) cognitive conception of narrative as a mental scheme through which meaning is ascribed onto the experience of temporality and personal action. The result casts life stories as personal narratives which construct meaning to lives by joining everyday actions and events into episodic units. These mental schemes supply meaning by organizing or interpreting events—an idea that might be taken up later by considering cognitive approaches to life and story. For now, the distinction between life story and autobiography, or its variants, the confession and memoir, direct attention to a critical area—the nature of collaboration between an informant and a researcher, or put another way, between an instructor and a student.

Student—Instructor Collaboration

Life stories require collaboration between a researcher and an informant since they emerge from conversation. The balance of power between informant and researcher may vary. For instance, Titon (1980) distinguishes 'oral history' from 'life story' by this relative balance, suggesting the scale is tipped in the historian's favor in the former case while in the later case, the informant (or story-teller) retains the power. The power balance also can be viewed as a distinction between essentially biographical versus autobiographical life accounts, though distinctions are inevitably blurred, as in the case of the 'personal history' which straddles the pivot point. Ultimately, the balance can best be understood as an expression of purpose and method—the researcher's paradigm. Unlike Titon, who sees the folklorist as deferring power to the story-teller nearly to the point of denying collaboration, I would suggest that whoever the researcher, and however a "encouraging and nondirective" (p. 283), "sympathetic friend" (p. 276) he/she wishes to be, life story remains an essentially collaborative enterprise. Just as surely as informants' mental schemes interpret life events, researchers' mental schemes provide the framework for their inquiry. Therefore, when we apply life story in an educational setting, we surely are preparing for a collaboration between an instructor and a student.

Often as a function of the researcher's academic discipline, the collaboration presupposes a purpose and incorporates a paradigmatic methodology. The methodology serves as a framework to elicit and interpret an informant's experience via a performance. Conventions of narrative structure, textual strategy and rhetorical technique translate an informant's experience through a performance to an audience. The nexus of collaboration

is an intersection between a researcher, on one hand, who supplies purpose and method, and an informant, on the other hand, who offers life experience through a performance.

The product of the collaboration—whatever its eventual form: psychological case study, ethnographic report, folkloristic collection, statement of experiential learning—doubles as performance in the sense that James Clifford sees ethnography as allegory: "...a performance emplotted by powerful stories...[that] simultaneously describe real cultural events and make additional moral, ideological, and even cosmological statements" (Clifford & Marcus, 1986, p. 98). In this sense, any collaborative project between a researcher and an informant embodies a social, political or scientific agenda. Therefore, an examination of the assumptions underlying the collection of life story should reveal differences of purpose and method which vary within and between different disciplines.

In the case of autobiography, the mental scheme belongs to a single author, and to the extent events are altered, the contaminates at least belong to a single voice. In the case of life story, because its collection and portrayal demands collaboration, two mental schemes, one of researcher and one of informant, combine, intermingle or mix in ways that complement or compete to ascribe meaning to events. The product of the collaboration yields, as Barbara Kirshenblatt-Gimblett (1989) has said, "ethnographic experiments with polyvocal texts" (p. 31), or put differently, the collaboration fashions puzzles of purpose, method, authorship and authenticity which range from first-person verbatim transcriptions to third-person description and analysis to completely fictionalized accounts of life story. Given this range of products, even within a single discipline, the task of integration

appears wrought with irreconcilable assumptions, but at another level, the psychologist, ethnographer and folklorist might recognize a common problem: the impossibility of experiencing another's life as they lived it. Like the narrator in Wallace Stegner's novel, Angle of Repose, who reaches for a theory of history as sound as a physical law to understand his grandmother's life:

> I ought to be entitled to base [a theory of history] on the angle of repose, and may yet. There is another physical law that teases me, too: the Doppler Effect. The sound of anything coming at you—a train, say, or the future—has a higher pitch than the sound of the same thing going away. If you have perfect pitch and a head for mathematics you can compute the speed of the object by the interval between its arriving and departing sounds. I have neither perfect pitch nor a head for mathematics, and anyway who wants to compute the speed of history? Like all falling bodies, it constantly accelerates. But I would like to hear your life as *you* heard it, coming at you, instead of hearing it as I do, a sober sound of expectations reduced, desires blunted, hopes deferred or abandoned, chances lost, defeats accepted, griefs borne...I would like to hear it as it sounded while it was passing (Stegner, 1971/1992, p. 24-25).

Just as any historical account imperfectly recapitulates human experience, the collection and portrayal of life story richly contaminates events through interpretation. Contemporary approaches to understanding the past reject the bipoles of continuity (i.e., the past and the story told about it are essentially the same) and discontinuity (i.e., life and story are fundamentally different) in favor of a phenomenologic, hermeneutic approach which casts the relation between life and story as interpretative narrative (Widdershoven, 1993).

Narrative and Meaning

Nothing is more central to human experience than the significance that events have

for one another (Polkinghorne, 1988):

> The narratives of the world are without number...it is present in myth, legend, fable, short story, epic, history, tragedy, comedy, pantomime, painting,...stained glass windows, cinema, comic strips, journalism, conversation. In addition, under this almost infinite number of forms, the narrative is present at all times, in all places, in all societies; the history of narrative begins with the history of mankind; there does not exist, and never has existed, a people without narratives (Barthes, 1966, p. 1).

While the scope of this paper cannot accommodate a detailed account of the drift away from scientific explanatory models, two points are necessary to establish the emergence of 'non-scientific' models as legitimate. One, the reader should recognize that alternatives to traditional hypothetico-deductive models have emerged across several disciplines, and two, these alternatives are grounded on reasoned, rationale premises. A quick summary will make the first point while a few examples will illustrate the second. History, an ancient discipline in contrast to the emerging post-Enlightenment natural and social sciences, employed narrative epistemology since its origin. Responding to the formal sciences' claim as the only legitimate approach to knowledge, areas of historical inquiry espoused the scientific method during the nineteenth and twentieth century but met with a series of challenges which argued for the return to the narrative understanding of past events. Similarly, literary criticism for a time tried to align itself with scientific methods. Russian formalism, such as Propp's Morphology of the Folktale (1928/1958), emphasized a taxonomy of stories akin to the biological sciences careful sorting of the plant and animal kingdoms. Propp, for instance, eschewed a search for theme and meaning in favor of surface classification in order to eliminate subjective, 'unscientific' interpretation. Likewise, 'new criticism' of the 1950s focused attention on an individual

text and attempted to study its units in isolation from the external environment, an approach resembling the experimental controls of laboratory research. Literary theorists recognized the limits of the scientific method and moved away from formal science epistemologies. Frye (1963), for instance, distinguished between literary and scientific expression. He called cognitive-scientific discourse 'centrifugal' language and noted communication moves outward from words to things. Literary discourse, on the other hand, relies on centripetal language, communication directed inward toward an inner imaginative realm. Similarly, Ricoeur (1981) questioned whether there is any need to reduce the chronological to the logical, the scientific path from cause to effect. In place of deductive logic, he supplied alternative frameworks like repetition in which action articulates meaning. Working in anthropology, Lévi-Strauss (1963), like Propp, pursued the classification of myths, but instead of a mere taxonomy, he observed that myths function as a kind of language that could be broken down into units (mythemes) which, like the basic units of language (phonemes), acquired meaning only when combined in particular ways. Myths have their own concrete logic according to Lévi-Strauss; they think themselves through people.

Even psychology's earliest empirical voices called out for narrative alternatives. John Stuart Mill, an early advocate for the application of natural science methods in the study of human beings, called for a new science, ethology, to study character. Likewise, William Wundt, the father of experimental psychology, recommended a separate, practical science of characterology to study individuals. In the early nineteen hundreds William Stern proposed the term 'individual psychology' and distinguished it from 'differential

psychology' which studied differences between groups. Stern distinguished nomothetic approaches which examined characteristics across populations from ideographic approaches which focused on multiple traits within a single individual. In the nineteen thirties Henry Murray (1938) proposed that an adequate understanding of behavior could come only from a complete and detailed study of individuals, such as that which is provided by the case study. Likewise, Gorden Allport urged investigators to select methods of study that did not conceal individuality, adding that there was a place for more than one kind of approach.

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Political and Administrative Issues in Developing a Distance Learning Based Program.

Margaret Foss & Conni R. Huber

The College of St. Scholastica is a regional Benedictine institution long known for its professional programs. It is an institution with a mission to serve the people of Northern Minnesota and Wisconsin, areas which are sparsely populated. Our distance learning initiative has sprung from our desire to better reach this population, or perhaps to permit them more easily to reach us. The College is currently engaged in two distance learning initiatives: a Master of Education program now in its second year; and a fledgling program in undergraduate humanities.

The Master of Education via Distance Learning (MEDL) program is a master's degree designed to promote the professional growth of practicing K-12 educators. Coursework primarily involves topics associated with curriculum and instruction. This program utilizes a sole commercial entity that provides a variety of services to the College. The College is just preparing to offer undergraduate course via distance learning. These are primarily humanities courses (psychology, communications, and foreign language).

A number of issues have arisen while these distance learning initiatives were being developed. These provide the foci for this paper. At the outset, questions like: (a)Are there students out there? (b)What do they want? and (c)What kind of accreditation will distance learning require? dominated administrative discussions. As the MEDL project became reality, still more questions needed answers. The more practical

questions: (a)What will our content be? (b)What should be done to attain internal support? (c)How will we arrange for federal financial aid? (d)What should the pricing structure be? (e)What technology needs does the distance learning format require for faculty, or student? and (f)How can the paradigm shift from traditional to non-traditional College services be facilitated? were joined by the more philosophical: (a)How can we get department faculty behind distance learning projects? and (b)What is the perception of academic credibility for distance education?

Preliminary Inquiry

Several steps were involved in our market analysis. The first was a traditional literature search to determine the state of the marketplace environment. Market factors such as prior distance learning initiatives, level of education in our region, competition, and the use of technology in our area were researched. In addition, this search was designed to determine how other institutions conducted needs assessments prior to offering distance learning courses or programs, and the level of enrollment in programs. By examining information from the United States Department of the Census (1990), the National Council of Education Statistics (1996), the Minnesota Higher Education Services Office (Schweiger, 1995) and the Annenberg/CPB Project (1992; Hezel & Dirr, 1990; 1988), and the Social and Economic Sciences Research Center (Dillman, Christenson, Salant, & Warner , 1995) we framed several key marketing questions:

Are there students in our region interested in for-credit courses delivered at a distance using some sort of technology?

Are they looking for a degree program or enrichment courses?

Are most people looking to complete college work started previously (perhaps at the community college) or are they starting from scratch?

What majors would people be interested in taking?

Can they pay for these courses at private college tuition rates?

To answer these questions we completed a *demand assessment*. This differs from a *needs assessment* in that it measures more accurately the number of people who would actually take courses. In a *needs assessment*, the goal is to find out the percentage of the total population who **might** be interested in taking courses delivered via a distance delivery method (in other words, how many *need* it). In the *demand assessment,* the goal is to determine how many people can realistically be expected to enroll (in other words, what will be the *demand*). To determine this, people who are already consumers of education or have expressed interest in education were surveyed. In our analysis, we tapped a database of current students, alumni, and regional persons who had inquired about pursuing coursework at the College. We targeted our demand assessment to our geographic region, recognizing that our biggest enrollment will first come from those who are familiar with us.

Through this research we determined that the local market paralleled a similar national study (Dillman, et al., 1995). In the Dillman study, over half of the respondents stated they will take a college course for credit in the next three years and three-fourths will take a non-credit course. Interest did not vary by income level and diminished only slightly with age. In a study of people who were taking college courses through broadcasts on PBS (Hezel & Dirr, 1990), 84% cited time constraints as a very important barrier to pursuing higher education. In our study, we found that over half of our

respondents were extremely or very interested in continuing their college education. Seventy-six percent of those who had enrolled in a college level course in the last three years indicated high levels of interest in continuing their education through college course work. Interest was similarly high among respondents in their 20's (65%), 30's (62%) and 40's (56%). Survey participants felt that convenience was a major attraction of a course offered via technology.

Internal and External Approvals

The next issue to be resolved was accreditation. Some preliminary probing revealed that the North Central Association of Colleges and Schools (NCA) had set up a special accreditation for degree programs delivered by distance learning, due to the number of colleges and universities who are getting into the business of distance learning. Administration prepared for a site visit to allow NCA examination of the MEDL program. [Note: All further comments refer solely to the MEDL program.] In August 1995, NCA accredited the College to offer the Master of Education program in Minnesota and contiguous states. We have also needed to solicit state approval to market and conduct courses in states where we do not have a campus, due to the need to offer some on-site coursework in conjunction with the MEDL program. In addition, because this program is designed for teachers who need continuing education as a requirement for renewing their licenses, we have also had to get approval from various State Departments of Education or Departments of Public Instruction. This process in ongoing.

Content and Delivery Model

An issue central to the NCA accreditation was that of content. This has been derived as much from the expertise and philosophical bases of Education Department faculty, as from the marketing research. On the one hand, there are important ideas and philosophies that should be a part of graduate education. On the other hand, market research has consistently found that teachers are interested in practice. An accredited graduate program needs to be substantial and of sufficient depth to promote advanced thinking. A marketable program needs to keep in mind the needs and desires of the consumer, in this case practical (read "usable") information. We thus, attempt to balance philosophy and practice, to promote the growth of all program participants. Reviewers, both internal and external, were hired to examine preliminary proposals of course content. Those reviewers were asked to provide an initial set of syllabi for program courses, upon which internal curriculum review boards could act.

The other issue of interest to NCA was that of delivery model. A distance learning model was developed which includes regular interaction between student and faculty, in addition to the opportunity to interact with other teachers around the state using mail, telephone, e-mail or fax. Students are asked to communicate with their instructors several times per quarter. These communications typically take the form of written assignments, but can also include projects and telephone conferences. In several courses, students are asked to communicate with one another as well. This frequent communication between student and faculty clearly distinguishes the program from traditional correspondence courses.

Technology Requirements

We have designed our program to be flexible in terms of student use of technology, because our student population varies in its access to current technology. A number of our students are teachers in rural regions of the Midwest, areas which have not traditionally had access to electronic communication. All of our coursework may be completed with the sole use of paper, pen, a videocassette player, a telephone, and the US mail. Many of our students, however, choose to use a variety of other technology to assist in their coursework. We especially encourage students to communicate with faculty and their peers via fax and e-mail, in addition to using the Internet.

Faculty technology needs are a bit more extensive than student needs though, in order to communicate smoothly in several modes. Faculty members need access to an electronic mail system that will allow attachments to be transmitted from a variety of sources. They need a dedicated fax machine for distance learning courses. They need training in the efficient use of such technologies.

Receiving student work in any of these media is no problem, but returning them by the same media is an entirely different matter. We have had to carefully check on each address, to ensure privacy.

Financial Considerations

So, having developed a curriculum for MEDL and a model for distance learning, it was time to consider what to charge for the courses. Much discussion centered on the pricing of distance learning courses. Some public institutions, (e.g., North Carolina State University) add a surcharge to their regular tuition for video courses, based on the

assumption that people will pay more for convenience. In our case, we have adopted two pricing structures. At the undergraduate level, we will charge the same tuition level for the video courses as we do for the on-campus version. Our MEDL prices, however, were reduced to reflect our reduced costs for these courses and also to compete with public institutions for these particular students.

One of the factors contributing to the pricing of the courses is the faculty pay structure. As part of the effort to keep the distance learning program consistent with College operating procedure, we adopted a policy that paid faculty the regular overload salary for teaching distance learning courses. In addition, in order to provide courses more flexibly than is common with traditional courses, provisions needed to be made to pay faculty on a per student basis for students in a sparsely enrolled course sections, or to compensate faculty for students in over enrolled sections.

In order to provide additional service to our potential students, we sought the ability to participate in federal financial aid, specifically the Stafford Loan program. Since our distance learning model was new, we were forced to request special approval from the government to award financial aid for the MEDL program. On an early request for permission, the MEDL program was incorrectly tagged a correspondence program and correspondence courses are not eligible for federal financial aid programs. Our approval has since been granted.

Paradigm Shift

The underlying issue in both the accreditation and the financial aid approval process was the paradigm shift necessitated by the change from traditional course

delivery to distance learning delivery. We found that at first these students were not considered by our administrative support staff to be *real* students. All administrative systems (registration, billing, advisement, etc.) were designed for traditional on-campus students. MEDL students were invisible and therefore not important. We began to chip away at that paradigm by getting the people in these offices involved, through several meetings to discuss the delivery of courses and the ensuing administrative activities. We gathered them at a luncheon where we gave a presentation and asked for their feedback. We gave them a chance to air their concerns and from that luncheon other interactions have followed naturally.

Department faculty have been working on the distance learning projects from the outset. Select members of the Education faculty were asked to review the proposal for a new program and to develop preliminary curriculum. Once the MEDL program was adopted, a full-time director was hired to further develop the curriculum and to run the program. The MEDL program has always been a part of the department's regular business. As faculty begin working with the MEDL program for the first time, some orientation to the program, its students, and the model are provided. Feedback is solicited from faculty at several points in the term, to allow them to air concerns and questions about the distance learning model.

In contrast to the obvious departmental support, the struggle for academic credibility has been fought on several fronts -- being a new delivery model, the distance learning model has been misunderstood by many. In the MEDL program, we have fielded questions and resistance from potential students and their school boards, as well

as from College faculty who are not involved with the program. Typically when the model is explained, the questions and concerns are alleviated. The most common misperception is that the students participating in a distance learning format are doing nothing more than working on an independent study. However, our delivery model includes application assignments that require students to communicate with other classmates, and to interview and work with fellow teachers in their school buildings. We also facilitate regular communication between the student and College faculty.

Beginning a distance learning education initiative involves a curious blend of trying to create a semblance of normalcy while forming new paradigms. The fundamental questions of education remain the same: (a)Who are our students? (b)What do they need and want to learn? and (c)How can we help them?. Navigating the systems set up to address these questions while using a craft that is unknown to many of the sailors creates the need for creativity, patience and tolerance.

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DIVERSITY AND ACCESS: FOCUS GROUPS AS SOURCES OF INFORMATION FOR ADDRESSING RECRUITMENT AND RETENTION OF ADULT DIVERSE STUDENTS

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For a variety of reasons, higher education has failed to graduate a significant number of students who have been described as "diverse." The current research focused on two sources of difficulty: recruitment and retention. How can we recruit diverse students and what can we do to promote degree completion?

In order to learn about our particular group of interest, adult diverse students in nontraditional degree programs, State University of New York (SUNY) Empire State College participated in a three year action research program funded by the Pew Charitable Trusts and led by Morris Keeton through the Institute of Research on Adults in Higher Education (IRAHE) at the University of Maryland's University College. For purposes of this research, diverse students were defined as African-American, Latino/Hispanic-American, Asian-American and American Indian. The grant provided IRAHE with funding to set up a longitudinal, multi-institutional action-research study in which five higher education institutions would gather information around two ultimate goals: 1) increase enrollments of diverse adult students in higher education (recruitment) and 2) enhance their success rates in order to enable them to fulfill their educational goals (retention). A particular question was: What barriers do diverse students face in achieving access to and success in higher education? In addition to SUNY Empire State College and University of Maryland's University College, three other higher education institutions collaborated in this action-research: Florida Atlantic University, School of

New Resources of the College of New Rochelle, and Cambridge College. We shall report findings at Empire State College.

A search of the literature revealed few research studies on recruitment and retention strategies for attracting adult diverse students to higher education programs. Studies on recruitment and retention of diverse students in higher education clustered around programs for traditional age students in traditional higher educational institutions. While two studies at California State University (Commission on the Older Part-time Student, 1990; Institute for Teaching and Learning, 1989) focused on identifying policies and programs that encourage building support services for older part-time students, even these studies virtually ignored a description and analysis of particular needs and support services designed to attract adult diverse students.

The five institutions collaborating in the Pew IRAHE project gathered data from a range of sources, including institutional records, student and faculty questionnaires, and focus groups. Although educational researchers have begun to develop comprehensive assessments for measuring the attitudes, opinions, and behaviors of college students with respect to recruitment and retention in higher education, these instruments have been largely impersonal and reactive. In contrast, focus groups enable proactive contributions through discussions in which participants both consider broad questions posed by the facilitators and also listen, comment, and respond to each other.

At Empire State College, we decided that student and alumni focus groups would yield new information particular to our own college within a comfortable setting similar to our study group format, a learning environment with which our students were familiar. Focus groups have received increasing attention as sources of information in several

areas, especially the business community where they are composed of consumers, workers, and clients. Facilitators present topics, issues, and questions and guide participants in discussion. Focus groups have a place in higher education as well. Their format allows educators to determine the concerns of their particular student population and to plan programs that address those concerns. Their value over traditional methods of program planning lies in their yielding findings that are specific to the population served.

Research Method

The State University of New York (SUNY) includes Empire State College, a liberal arts college for adult students that is centered around a mentoring model. Upon enrolling, every student is assigned a mentor, a faculty member who serves as academic guide and teacher. Most often, learning occurs in guided independent study, small study groups of three to seven students, or seminars of twelve to twenty students. The current research occurred with students in the New York City area. Through their mentors, diverse students were recruited in two groups: those currently enrolled who had completed at least eight credits and those who had graduated within the previous eighteen months. Potential participants received a letter from us in which we described the project and invited them to a focus group meeting. In the letter, we noted that we wished to hear participants' ideas about the particular obstacles faced by diverse students in adult degree programs and their suggestions for improving our college's recruitment of and support for such students. Confidentiality was assured.

Four groups of two to seven met with both of us for one and a half hours. All sixteen participating students and alumni were African-American or Latino/Hispanic-American, and most were in their thirties. Of currently enrolled student participants, five were male and six female; of alumni, all five were female. There were two groups of currently enrolled students and two groups of recent alumni.

Based on our experience with diverse students in an urban setting, we prepared a handout describing the project and listing six broad questions or topics to be addressed by the focus groups. These concerned the College's climate, programmatic and structural supports or hindrances to degree completion, other factors inhibiting degree completion, suggested supports, specific suggestions for encouraging new students, and suggestions for marketing our college to diverse students. In a private area, we met with participants at a conference table and shared the task of keeping the discussion moving and on target. Participants were welcomed, light refreshments were offered, and the handout distributed. We used three approaches to preserving the discussion. We noted comments on a large newsprint pad placed on an easel for all to see, kept running notes, and tape recorded the sessions. A fourth data source was found in written comments submitted by four participants.

Findings and Discussion

The four sources of data for each group were examined. Those sources were broad points as listed on the flip pad, running notes taken by one of the researchers, verbatim protocols based on audiotaped recording of our discussions, and written comments submitted by participants. For purposes of analysis, we combined findings from the two categories of participants (students and alumni). We shall report within five

broad categories yielded by data analysis. The first three categories present participants' observations and perspectives. The last two present their recommendations concerning recruitment and retention.

PARTICIPANTS' OBSERVATIONS

RACIAL SEPARATENESS AND DIFFERENCE

1. Clear presence of people of color on staff, among faculty and administration, and among students establishes comfort and role models.

2. Helpful that faculty recognize and examine racism in our society. Contributions of people of color should be mainstreamed into college curricula.

3. Faculty should make efforts to counteract tendency of students of color to separate themselves from white students in study groups and seminars.

4. In the inner city, neighbors show anger, resentment, and general lack of support for students seeking higher education.

ADULT LEARNER

1. Small classes encourage participation in subject matter discussions as well as interaction among students.

2. Learning presented through project or research papers and oral presentations rather than examinations.

3. Fellow students are interesting and helpful; being adult rather than young keeps them on the same wave length.

4. Quality of advice from faculty critical; financial aid essential.

5. Independent study requires a great deal of discipline.

INDIVIDUAL ATTENTION FROM MENTOR

1. Mentor supports learning, motivates students to exceed initial goals.

2. Students treated and valued as individuals as mentor guides them in educational self-examination.

3. Individual design of degree program allows student to follow own interests including

studies of value in current career.

4. Independent study encourages seeing oneself as a serious learner and requires informed substantive discussion with mentor. This also can be intimidating.

RECOMMENDATIONS

RECRUITMENT

1. Recruit students in their neighborhoods, churches, unions, human service agencies; public access radio and television.

2. Market college as sensitive to particular strains affecting students of color, geared to and respectful of adults and their seriousness as learners, offering flexible enrollment plans.

3. Stress individual attention from mentor, focus on students' own interests, identify and address problems affecting college study, develop both oneself and one's degree program.

RETENTION

1. In study groups or support groups, faculty can give opportunity for students to indicate concerns and to be sensitive to each other.

2. Peer and alumni advisors for students.

3. Grants, financial aid, financial management, time management, and stress management workshops.

Focus groups participants appreciated being consulted in this project and very much supported its goals: recruitment and retention of diverse students. In turn, they provided clear and specific observations and recommendations, as presented above. They emphasized the value of an informed and caring professor, the critical importance of the presence of diverse groups among faculty and administration, the need for supportive services and financial aid, and attention to neighborhood context in both recruiting students and as a window through which to frame their total experience as adult diverse students.

We emphasize three concerns critical to our urban adult diverse students:

1. They were integrally connected with the communities and neighborhoods in which they lived. They were sensitive to being seen by their neighbors as intellectually and emotionally moving away from the values and attitudes expressed and acted on by the larger community. An option for colleges is to recruit urban adult diverse students as a group, using community resources as part of recruitment activities.

2. They wanted a range of support services geared to their particular needs. These included financial aid workshops, writing clinics, and support groups that addressed juggling conflicting and challenging demands. At least some of the seminars could serve to counteract students' feelings of fear and alienation.

3. They bring to college programs a wealth of perspectives and strengths that should be tapped by faculty, providing both fellow students and faculty with a range of perspectives, experiences, and explanations of urban behavior and issues.

Focus groups identified student concerns and yielded suggestions for innovative practices. We recommend their use by others. Findings can augment what is known or provide fresh views. Focus groups allow colleges to maximize recruitment and retention effectiveness by selecting areas that students themselves identify as most critical.

Our findings are consistent with Keeton and James' (1992) report of Elinor Greenberg's research on recruitment and retention (access and success) of adult diverse students. Her findings on colleges and universities implementing support services for adult minority students point to the "need to develop comprehensive, individualized collaborations with students themselves, generating partnerships with them - first sharing

intentions, then sharing what the diverse partners see as the barriers and situations they face, and, finally, implementing the changes in practice and policy that emerge (p.10)." Identifying critical concerns, perspectives, and recommendations of our students was informative and helped us plan recruitment and retention strategies with our college administrators.

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Seizing Learning Opportunities:
Embracing A Collaborative Process

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The most exciting moments of learning can result from our seizing opportunities. These opportunities come like the wind and move like the water. The difference between an engaged and engaging cohort that is energizing and one that just does not seem to work may be in how the instructor(s) promote and foster a climate that allows the benefits of collaborative learning to be fully realized. How can we as instructors help individual students and groups of students seize opportunities for enriching their personal and professional lives? The purpose of this paper is to offer colleagues the opportunity to reflect on their learning and teaching processes to gain a deeper understanding of and appreciation for the value of collaboration and cohort learning, and to develop an increased awareness of the ways in which we can unleash potential opportunities for learning, while limiting or eliminating the barriers to collaborative learning.

The authors have woven together their experiences with cohort groups and brought two additional frameworks into the web of understanding. Material and concepts from courses taken from Tom Brown Jr. during 1992-1994 at his Tracking, Nature, Wilderness Survival Schools -seven keys to developing awareness- have been utilized extensively along with metaphors from photography. Tom Brown studied under and gained most of his ideas and knowledge from Stalking Wolf, an Apache scout and medicine person who lived his vision of seeking universal truths and sharing those with others. Many of the skills associated with Tom Brown's knowledge have

been learned through "dirt time" or being in direct, intense personal contact with what is being studied (Brown, 1983, p.115), or experiential learning as we know it. It is through the use of these concepts and metaphors and the language associated with them that we hope to connect with your own experiences with collaborative learning in cohort groups.

The paper is organized in two sections: Barriers to Collaborative Learning and Deepening Awareness: Moving Beyond the Barriers. As you read this paper, we invite you to search for examples from your own experience that illustrate the concepts we have presented here.

Barriers to Collaborative Learning

Barriers are ideas, patterns, ways of thinking, or ways of perceiving the world which impede effective group functioning. Barriers prevent people from seeing the learning opportunities that surround them. Since these opportunities are not in one's conscious awareness, they are often missed.

We have observed the following barriers in our experience with collaborative learning groups: Tunnel Vision, The Rut, Automatic Vision and Dead Space. (T. Brown, personal communication, October 1992)

Tunnel Vision

In a tunnel, one focuses on the light at the endpoint, or ways to move out of the tunnel as quickly as possible. Because the tunnel is dark and the light (focus) is at the end, one never sees what is alongside of it. Students in alternative degree programs

enter with high expectations and very specific goals, most often seeking the credential to support personal and professional development. They are focused on accomplishing their individual goals, walking a path on the straight and narrow, seeing only the destination, ignoring possible opportunities along the way. While some eventually broaden their vision, many students become stuck here and do not recognize the full potential that the educational experience can have. This "preoccupation with self" is described by Patterson (1989, p.9) as the greatest barrier to awareness of things outside oneself. In collaborative learning groups, the potential to increase learning opportunities by supporting peers' objectives is often obscured by tunnel vision.

Steve, a student in an accelerated bachelors degree program in management exemplified this phenomenon. Steve had been a manager for 15 years, but never completed his BA. He saw his program as an efficient way to complete the degree as quickly as possible. Since he already "knew everything" going in, he did not believe his classmates had anything to teach him. He spent most of his energy trying to convince them that his views were the correct ones.

Another form of tunnel vision stems from students' expectations from prior educational experiences that knowledge is created by and received from experts. Many students do not acknowledge the value of their own experience nor the experiences of their peers as a way of accessing and creating knowledge. Horton (1990) discovered that people who attended his workshops

> Didn't value their own experience because they were never allowed to or taught how. They had been taught to listen to somebody else and to follow directions, though they had come with an enormous amount of experience.

> They just hadn't learned from it and therefore didn't value this experience. (p.147). . . I knew that it was necessary to do things in the opposite way, to draw out of people their experience, and to help them value group experiences and learn from them. (p.57)

While Horton was talking about an oppressed Appalachian population, many parallels can be drawn to adult college students. They too have not learned to value their own experience. It is the role of the instructor and enlightened peers to draw out these experiences through the collaborative learning process.

The Rut

In thinking of a rut, many examples come to mind: a comfortable place; a known path; a paved rode; a worn trail; utilizing only predominant learning styles; relying on limited ways of knowing and secure modes of inquiry; consistent class seating patterns; routine assignments; being trapped in internal monologue or conversations with self (Howell, 1986); the attitudes held about teaching and learning such as what role students' experiences should have in adult degree programs; and adhering blindly to 'good teaching practice' such as using small group discussion, journaling, or student projects. Desire for security, coupled with fear of the unknown, can be a powerful influence that keeps students and teachers entrenched in repetitive, sometimes dysfunctional behavior and thinking.

There are advantages to, and motivations for, staying on a familiar path. Routine tasks allow for automatic responses in thinking and behavior, resulting in efficient use of time and energy. People can be depended upon in predictable ways.

There is less risk and pain involved. Lastly, since options are limited, choices seem clear.

A very real risk that is involved in learning contexts is a form of disequilibrium known as cultural suicide. Often the student grows and develops in ways that go beyond his or her cultural boundaries, or mores and norms (those traditional ways of behaving in one's work setting and with family and friends). The fear of not fitting in with one's people, or in the worst case being outright rejected, can lead to resistance to pursuing certain streams of inquiry deemed appropriate by the dominant culture or mainstream society, but may be indeed taboo in the students' home culture. The same can be said for students who attempt to pursue inquiry that is inconsistent with the dominant culture's worldview.

For example, the character portrayed as Rita (a returning adult student) in "Educating Rita," a popular film, moves through a phase where she seriously considers what influence her personal growth and her education have had on her choices of work, motherhood, further schooling, friends, and values. As a result, she quits her job as a beautician and chooses to not have a baby, ultimately leading to the dissolution of her marriage. The film captures quite well the point of what cultural obstacles await some students. Most students, at least initially, are not conscious of such issues related to their returning to school.

Staying in a rut keeps us from fully engaging in the collaborative process. Hearing others' experiences can often enlighten us to diverse ways of seeing. Certain voices may be heard consistently on every topic to the exclusion of others'. Classmates, Joanne and Fred, were both police officers. They spent most of their time with those most like themselves, with whom they felt most comfortable. They sat in

the same seats and did not venture out beyond what became a closed clique. Although other students seemed motivated to learn from these people, the feeling was not mutual. Members in this group gave minimal attention to what the rest of their classmates had to say. When group members perceive things in one way or stop at the first right answer, they probably miss opportunities to learn from individuals who hold different perspectives.

Students have come to expect clear, concise instructions regarding assignments with little room for personal and group choices. They stay in that rut, showing resistance, when an instructor gives seemingly vague instructions and offers negotiation and choices in regard to assignments. Students have learned to figure out what the instructor 'really' wants in terms of completing assignments. In our view this is a very educationally deadly form of the rut. In collaborative learning groups, it seems fairly common (or at least in the authors' experiences) that collaborative assignments with minimal direction and no clear maps can be enormously anxiety producing for some and exhilarating for others. In either case, instructors are seeking to have students "make the road by walking" (Horton and Freire, 1990), indirectly moving them out of a familiar way of approaching assignments thereby extending learning opportunities. Lastly, relying on the instructor to provide the exclusive or at least primary feedback of students' work can lead to students' undervaluing each other's contributions. Helping participants to develop competence in critiquing each other's ideas and work can promote collaboration where they are less afraid and realize the value in both giving and receiving meaningful feedback.

Automatic Vision/Dead Space

In everyday circumstances we are drawn to certain aspects of what is before us, not seeing the rest. Young parents, eager to record their child's development on film will snap a picture of a smiling toddler blissfully playing in the sand. When the film is developed, they are dismayed to discover in the picture somebody's disembodied elbow that seems to be growing out of the child's head. Where did that come from? They didn't see it when they took the photo. A trained photographer, on the other hand, sees what is in the space and selectively chooses what he or she wants to portray.

In class we are drawn to certain participants' comments. Their personality, their work, or their character attracts our attention. Do we ignore others? Do we miss what some people are saying because we are familiar with them and think we know what they are going to say?

When we rely on automatic vision, intentionally or unintentionally ignoring what is in the dead space, we block opportunities for collaborative learning. Dead space includes the phenomena that is present but not seen. One way this occurs is through labeling. When we label things or people we set up expectations for who they are or how we see them, which prevents us from seeing them in their fullness. If Joe is a police officer, we may perceive his comments from that context and miss seeing other aspects of Joe. If Barb is labeled as an annoying person, we may easily discount any of her comments, even when she may have something valuable to contribute. Students often have preconceived notions of teachers as knowledgeable authorities, therefore contributions by instructors are awarded higher value than contributions by peers.

Patterson (1989) reminds us that as we become familiar with things, we

automatically classify or categorize them with labels. Doing so prevents us from seeing things (or people) in their uniqueness. When we attach a label we sometimes use it as an excuse not to discuss the idea so that we completely understand it. When we assume we understand what someone is saying, we don't probe, or question, or attempt to clarify their meaning and the opportunity to learn is lost. When we attach labels to ideas we unintentionally agree that we understand concepts without actually examining them. Ideas that are not adequately explored by the group remain in the dead space.

We establish our worldview by mentally organizing the mass of stimuli around us. We train ourselves to accept certain realities and ignore others.

> Once we have achieved order in our lives, we stick with the realities we have established. We seldom try to rediscover the possible value of ignored stimuli, and are reluctant to do so as long as the old ones still seem to be working. We develop a tunnel vision, which gives us a clear view of the rut ahead of us, but prevents us from seeing the world around us. (Patterson, 1989, p. 10).

In the rut, we become firmly entrenched in our worldviews. Worldview construction is a naturally occurring process that "embraces knowledge, ideas, feelings, values, assumptions and beliefs." (McKenzie, 1991, p.15) and influences how we see and respond to the world around us. One response is only paying attention to ideas, concepts and contributions that support this worldview. The dead space includes other possibilities that exist but that we don't take the opportunity to acknowledge.

In *Some Lessons in Metaphysics,* Jose Ortega Y Gasset teaches that we need to

give something or someone our full attention in order to become conscious of it (them). Often in a class discussion, someone will raise an issue that brings to our conscious awareness, that which we have known all along but never really thought of in quite that way.

> When we discover them [truths] for the first time, it seems to us that we have always known them, but had not noticed them; that they were there before us, but veiled and covered. Therefore, it is true that truth is discovered; perhaps truth is no more than discovery, the lifting of a veil or a cover from what was already there. (Ortega Y Gasset, 1969, p.50)

Lifting the veils to discover the learning opportunities that exist involve venturing beyond our automatic vision and peering into the dead space. Unwillingness to do so will continue to create barriers to collaborative learning.

Deepening Awareness: Moving Beyond the Barriers

Seizing learning opportunities involves finding ways to remove the barriers that prevent us from seeing what is in front of us and increasing our powers of awareness. Six areas of awareness will be discussed. Wide Angle Vision, Varied Vision, Focused Hearing, Sacred Silence and Total Sensory Awareness are borrowed from the work of Tom Brown (T. Brown, personal communication, October, 1992). We have added an additional area from our experience with students, Reflective Vision or Mirroring.

Wide Angle Vision

The advantage of more a sophisticated camera becomes apparent when the photographer desires to capture the breadth of a scene, looking at the whole picture and being aware of the larger context. Having the ability to change a lens to wide angle in cohort groups can also help students focus in on their peers' interests, their strengths, and their experiences so that the collaborative process can be enriched. Even when *one* student uses this lens, it can help the group.

For example, Sue knew about her classmate Estaban's job as a human resource manager. When she visited the library to conduct research for a course paper, she employed wide angle vision *intentionally* to keep on the lookout for material about employee selection practices related to his job and to the topic of his paper. There was no requirement to use this lens on behalf of a peer, but she happened to see some materials and checked them out for him to review.. This example was selected to demonstrate that the power of different lenses can be used to add contributions not only to the individual's personal development but to that of other individuals and to the learning group as a whole.

In Sue's case and in the case of many others like her, students open up their vision from time to time and move from the tunnel vision of attending to focused personal goals to paying attention to goals of others in their midst. When Sue shared the delight that she experienced associated with locating useful materials for a peer, her instructor noted this story and mentioned it in class during the opening comments of a subsequent class session. Student actions such as this, when reinforced by instructors or peers, can serve to open up new avenues and direction for the group to pursue that heretofore were unavailable.

Wide angle vision can also be selectively applied in other instances, especially if one wants to cultivate a climate in which serendipitous learning is likely to occur or where fruitful inquiry can be nurtured, akin to a gardener caring for a dormant seed. All of us probably have experienced instructors who go off on tangents and story tellers who talk in a circular mode. The student or listener employing tunnel vision, by tuning out seemingly irrelevant remarks, may easily miss the lessons present in such stories. Instructors, applying wide angle vision, can encourage the introduction of seemingly peripheral material to the discourse by allowing comments to bubble up prior to putting the lid on the geyser since this may be one's perception or frame using wide angle vision. More important, students using wide angle vision, who have contributions to make from their own frame or understanding, can bring in related points which serve to expand, contextualize, question or critique prior dialogue or points made by authors being referenced in class. There is a tension around what forms of seemingly tangential comments are encouraged, tolerated even allowed by instructors and other students and the continuity of focus on a given topic. How do we really *know* when a point being made is related or un-related to the topic at hand? Additionally, for teachers, when students make requests to deviate from a stated assignment and venture into 'related' topics or employ varied inquiry modes, what is the typical response? Do we attempt to use the student's lens or the one we used when creating the assignment? Do we question the merit and potential contribution of that student's inquiry to their own and the group's growth and development? The use of intuition, one aspect of sacred silence, has proven effective in making decisions in response to the questions identified above.

Wide angle vision includes awareness of peripheral vision. Peripheral vision is

a tool that we are taught in driver's education. It is important to be cognizant of those things around the edges because they might just enter the path suddenly, such as a deer bolting in front of us. While not so much as to avoid an accident, we can miss an opportunity to see or stop and focus on a wonderment as well or take a turn on an unmarked road to explore some inclination. Those trained in group process constantly use peripheral vision to note the varied non verbal cues. When pursued by the facilitator, those cues can be doorways to revealing much insight to the group. A quiet member may give a subtle cue that she or he has something to say. Because such cues are often overlooked a whole dimension of a topic could be missed. Timing is essential. It is difficult to locate the owl sitting on the sign post that was in the peripheral vision ten miles back. You can turn around, but the owl may have gotten its prey and left the scene.

Patterson (1989) states that, "using a wide-angle lens simply to get more things in a picture seldom produces effective photographs. Like every other photographic tool, it should be used with a specific purpose" (p.134). So too, students who use the wide angle lens exclusively may be quite limited in terms of the depth they pursue in any given area. Teachers could encourage students to develop a larger repertoire of learning preferences or strategies and to go beyond certain dominant learning styles. One student's request for clarification to see the 'big picture' of a course, prior to delving into specific course concepts, can help both other students who may have similar unexpressed needs as well as those students who don't tend to use that particular lens. The strength of a cohort is that members can help each other break out of the rut of confusion, misunderstanding, and narrow or limited thinking that impedes individual and group learning, by articulating observations or by asking for

clarification.

Instructors can facilitate wide angle vision by considering those comments made by students, or proposals to carry out assignments that seem out in left field (or in another ball park altogether) as perhaps related but outside those instructors' current personal vision. The student may be looking through a different lens. It seems to us that this is what honoring diversity is all about.

Varied Vision

In photography, there are various ways to portray reality so that it conveys a particular mood or perspective. Walking along a country road, one is captivated by the rich yellow of a cluster of Black Eyed Susans. Using different lenses, one could focus on a single flower or a field of flowers. Hold the camera slightly out of focus and the black centers create an interesting design. Different weather conditions and different times of day can change the mood of the photograph dramatically. At times, the photographer may choose to shift his or her position to capture a different image, even though it may be uncomfortable to do so. Backing up, the flowers become the foreground for the farmhouse in the distance. Climbing a hill, or a tree, or the top of a car and looking down on the flowers, creates still another image. Examining the flowers up close, it becomes evident that the centers of the Black Eyed Susans are not black at all, but a shade of dark brown. Laying on the ground gives one a view of the flowers from underneath. Patterson (1989) calls this process "thinking sideways." It is a way of breaking out of the rut and seeing things in new ways.

We have a premise or dominant idea, whether or not it is consciously determined,

and we proceed along a line of thought that develops logically the implications of that idea. Eventually, we reach a conclusion. It's a closed process. Seldom do we look sideways, that is, search for other premises or new beginnings. (p.28)

In the classroom, students often remain in the rut of sitting in the same seats each time. This limits whom they speak with, whom they get to know, whom they have eye contact with, and often whom they work with in small task groups. In certain seating arrangements there may be some individuals who are outside of even one's peripheral vision. Since many students like Joanne and Fred, the two police officers, tend to choose people similar to themselves with whom to work, they may miss out on valuable opportunities to learn from the experiences and perspectives of other classmates. An instructor can be facilitative in helping the students to obtain varied vision by encouraging them to sit in different seats each session and by intentionally forming small groups to maximize heterogeneity.

The beauty of a cohort group is the rich diversity of experiences, perspectives and backgrounds of the individuals. When multiple perspectives are encouraged and honored, opportunities to learn are enhanced. Rosa, a Latina woman was a member of a group discussing non verbal communication in a course on interpersonal relationships. The students, predominately White with a few African Americans, had implicitly agreed that eye contact way an important and necessary component for effective communication. Rosa shared her experience of growing up in two cultures. Her teachers demanded eye contact as a sign of respect, yet in her Mexican culture at home, she would be punished for looking at her parents with direct eye contact. Listening to Rosa's story prompted many of her classmates to begin to view communication from a multicultural perspective.

This had a far more lasting impact than reading about Hispanic culture or hearing about it from an Anglo teacher. In another group, Melissa, a Filipino American shared that any decisions she made had to take her entire family into account, not just herself. This sparked a discussion of the differences between individualistic and collectivist cultures. It not only opened the door to viewing decision making from different domains, it helped the participants to get to know Melissa.

Opportunities to learn from others' experiences and world views abound in collaborative learning groups, however it doesn't happen automatically. People need to be open to venturing into the dead space by viewing ideas from various perspectives. This often means going out of one's way to shift positions in sometimes uncomfortable ways like the photographer crouching down to look at the underside of the flower. At times, this involves letting go of deeply held beliefs and assumptions.

Varied vision is the melding of lived experiences from multiple participants while allowing for different interpretations of those experiences to coexist simultaneously. As practitioners of adult education, we can promote this learning by creating a safe environment that encourages participants to share their stories. This involves open dialogue, critical questioning and suspending judgment while listening attentively with the intent to increase understanding.

Focused hearing

Active listening and listening for meaning are crucial in collaborative learning groups. How one becomes part of the flow of dialogue and rhythm of the group is important. Deer and many other animals have different shaped ears which allow them to hear things at a distance or sounds to be amplified. Tom Brown's teacher, Stalking Wolf,

taught himself to listen like certain animals, hearing humans approach in the woods from miles away (T. Brown, personal communication 1992). There is a system of normal rhythm in the natural setting. Sounds, patterns, and cycles are critical to hearing. An interruption in any of these can have significant meaning. Certain birds, especially ravens and crows, alert others of what is going on. One simply needs to focus attention and listen. Also, one must be aware of that particular, unique ecological system, similar to working in diverse learning cohorts. People, especially elders have learned to cup their ears, to form a deer shaped ear to amplify hearing and sounds. However, one must also know what those sounds mean. Normal good hearing can be improved immensely by focusing one's hearing. Dewitt Jones, a photographer for National Geographic Magazine called this intuitive listening or listening with all your senses. Applying these forms of listening in cohort groups is critical for effective learning.

In the many forms of attentive listening, eliminating other attractions or distractions is important. For instance self-talk or internal monologue can interfere with hearing a point a peer is attempting to make. Even applying the set of skills of active listening (Bolton, 1979) rigorously can impede really listening because one is focused on listening just right or paraphrasing without inserting personal interpretation. Brookfield (1995) teaches a form of critical conversation which is focused on the speaker or story teller. There is a concerted attempt to pay attention to the other; yet one is tempted to form a response, even in ways that appear helpful such as aiding in the identification of assumptions. In attempting to formulate a response or pose a question, the temptation is to leave the world of the other and to enter one's own.

At times pursuing this inner world can be a fruitful process. For instance, one's inner world may be, in part, what other members of a collaborative group are

experiencing but cannot verbalize. When one person has a question, concern or observation, often others in the group have similar concerns. It is essential at those times to not lose an opportunity to pursue those questions. Any member can follow up on such a comment and focus the hearing to understand what is being said. Members who tune themselves in through focused hearing can offer the group a tremendous gift. The many forms of attentive listening can aid and offer much to the practice of focused hearing in collaborative learning groups, as long as the technology of those listening strategies does not become the focus and the people and the meaning of their comments remains at the heart of the conversation.

Reflective Vision or Mirroring

Looking at a lake on a sunny day, one sees the reflection of the surrounding area mirrored in the water. Depending upon the vantage point, one may see images in the lake that are not visible on land. Looking down, one may be captivated by shimmering impressions of swaying willow trees, sharp mountain peaks and billowy clouds reflected in the water. Shifting one's gaze outward and upward and one realizes that the mountains, trees and clouds are indeed present but unnoticed until the reflection caught his or her attention.

In collaborative learning groups, students' experiences are central to the learning process. As students share their experiences, and others ask clarifying questions, make personal connections and offer interpretations, it often helps them to make sense of their experiences in new ways. Relating to the experiences of another requires one to "stretch her vision" (Belenky, Clinchy, Goldberger & Tarule, 1986) which enriches that vision beyond what one can achieve alone. The group can act as a mirror or reflection pond to

help individuals to see aspects of themselves that may not have been present in their awareness. According to Dewey (1916), when persons share their experiences with one another, both are affected.

> The experience has to be formulated in order to be communicated. To formulate requires getting outside of it, to see it as another would see it, considering what points of contact it has with the life of another so that it may be got into such a form that he can appreciate its meaning. (p. 5-6)

Participants in cohort groups also learn by observing the immediate experiences of their classmates. It is difficult to observe one's own lived experience as it occurs. This requires a reflective act once the experience is completed. However, one can immediately observe the lived experience of another. "This means that, whereas I can observe my own lived experiences only after they are over and done with, I can observe yours as they actually take place." (Schutz, 1967, p. 102) Classmates can then give immediate feedback to their peer about his or her experience which can be facilitative in drawing out learning. If students are open and receptive to that feedback, it can, not only result in increased self-understanding, but the potential for increased collective knowledge is enhanced.

Sacred Silence

While each aspect of awareness discussed above is in itself sacred, silence transcends all spiritual traditions. For it is in silence where the greatest learning occurs.

> The mode which we call sacred is one where inner focus and outer focus are balanced and blended, where there is a reciprocal mirroring of idea and sentiment from within and imagery and sensation from without. It is a waking trance state, ripe with knowledge. This knowledge seems to come to us from a wise source which calls us home. . .Upon approaching or entering the zone of a sacred shrine, an ancient and wonderfully subtle sense of reverence is called forth, asking for silence and respect. If we heed this signal, and rest with it patiently, we may find ourselves rewarded with a gift of knowing. (Lehrman, 1988, p.6)

A classroom can be viewed as a sacred shrine where openness and receptivity can lead to gifts of knowing. Silence allows open space for individual and group reflection as well as opportunity to hear voices which have not been expressed. As group facilitators we are often uncomfortable with silence in the class. If we throw out a question for discussion and no one responds within a few seconds, we are tempted to jump in and fill the void. At this point, it is fundamental to ask ourselves the question of whose needs are being served? (Bolton, 1979) Is breaking the silence a way of saving our students from the possible embarrassment of not knowing the answer, or are we seeking a way to relieve our own inner disquiet? When we pause and allow our students the luxury of quiet reflection, they often respond in more thoughtful ways. At times, we need to quiet our own "expert" voices to encourage students to grapple with ideas and discover their own answers.

Silence can also be called upon intentionally in a classroom. Palmer (1983) sometimes calls for silent reflection in the midst of an emotionally charged discussion that seems to be counter-productive to achieving understanding.

> I try to help my students learn to spot these moments and settle into a time of quiet reflection in which the knots might come untied. We need to abandon the notion that "nothing is happening" when it is silent, to see how much new clarity a silence often brings. (p.80)

Group facilitators might also regulate conversation by limiting the amount of times any one person may contribute, or by using a talking piece (Baldwin, 1994) where only the person holding the piece may speak and others must listen without interruption. This serves to quiet the more dominant class members while bringing the quieter voices into the discourse. Jerry was not aware that he and other males tended to dominate class discussions until it was brought to his attention by an instructor. He just assumed that those who were quiet didn't want to speak out. When questioned, they admitted that they did want to participate but did not feel they had as much to contribute. After this revelation, Jerry made more of an effort to draw out the quieter class members by asking for their input. He realized that he was not learning while he continued to talk, so he focused on listening. As other voices were brought into the circle, the richness of the learning experience was increased.

All of us need time to grow quiet within ourselves, actively and passively seeking the knowledge and insight that comes through reflective ways of knowing.

Total Sensory Awareness

In our research, many students relate that, for them, class is a very invigorating experience. Often, the adrenaline continues well into the night after students return home. They simply cannot go to sleep. For us as instructors this is a common occurrence

as well. We attribute this to a heightened state of awareness. There is high expectation for class meetings including intense discourse, meaningful connections with other people, and the after effects of exhilaration. Why is this? Patterson (1989) suggests that, "seeing, in the finest and broadest sense, means using your senses, your intellect, and your emotions. It means encountering your subject matter with your whole being" (p. 12). A key aspect to experiential learning, whose assumptions underlie many cohort learning groups, is that the learner is in direct contact with a person, place or thing. Being in direct contact with other persons pursuing inquiry and thus seizing opportunities makes for a powerful, often transforming educational experience.

Peter Kelder (1989), a yoga teacher, has said that practicing any one of the six postures, that he has learned and teaches, will have great impact. However, he has said that practicing all six postures, routinely, can be life changing. So too, if members of cohorts practice any one of the methods of deepening awareness, the experience will be richer. However, when all of these methods are utilized the potential for collaborative groups is yet to be realized.

While preparing for this paper, sitting by a lake, a Great Blue Heron in perfect profile caught our attention. In the process of retrieving the camera in an attempt to photograph the heron, it shifted its position. While focusing the camera and composing the photograph, the heron took off in flight. The photographic opportunity was lost. In our work with students we have come to realize the importance of seizing learning opportunities as they occur; or like the heron, they disappear.

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MODELING INQUIRY: HOW DO WE UNDERSTAND THEORY?

Carla R. Payne Ph.D.

The Problem: The Requirement for Theoretical Understanding

In the Graduate Program at Vermont College, we require that students demonstrate a grasp of "theory" as it pertains to their area(s) of study. Program literature lists these criteria for the successful completion of a study:

1. Graduate-level knowledge of the scholarly literature and professional practice appropriate to the student's field of study.

2. Ability to write graduate-level exposition, including appropriate and consistent documentation of sources.

3. Ability to evaluate sources critically, to see the complexities and nuances of problems, and to assess opposing views with objectivity.

4. Ability to integrate scholarly theories and professional practice or other experiential learning.

5. Awareness of the social context of the student's study and the social implications of the student's ideas.

6. For those intending to practice in applied fields, documentary evidence from supervisors of the student's professional competence.

7. Fulfillment of the study plan, including changes approved by the student's advisors.

8. Some evidence that the student's study has been integrated into his/her personal growth and development.

9. Submission of a coherent, analytical and substantial final document that includes extended critical exposition. (Graduate Program Student Handbook, 1994)

While "theories" are explicitly mentioned only in criterion #4, theoretical understanding is clearly implied in a number of the others, especially criteria 1 and 3 By "theoretical understanding" here, I mean not only the familiarity with the various theoretical systems or constructs in a given field (e.g., Freud's theory of personality. Drucker's theory of management), but also comprehension of the need for theoretical explanation, the benchmarks for critical comparison of different theories and the ability to distinguish "theory" from "fact." In the first instance, this obviously requires the developed capacity for abstract thinking, and then the recognition of theory-making as a pervasively human activity. One may well point out that adults who have earned a bachelor's degree or its equivalent can be expected to have achieved these intellectual

competencies through formal training and life experience, and the theories about how these developmental tasks take place are themselves exemplars of the sort of materials with which graduate students might need to grapple. Nevertheless, I find that some of our students come to us unprepared to deal with them.

Two typical instances come to mind, and I describe their salient features to underline the challenge of finding strategies to facilitate the appropriate learning. (Details have been changed to keep the students anonymous.)

1. Leslie is an active duty Army officer, assigned to the Military Police. Her undergraduate major was in psychology, and her M.A. study area was criminology, focusing on the penetration of legalized gambling by organized crime. Core and field faculty advisors recommended that basic reading areas should include material from social psychology, sociology, cultural studies and economics, with special attention to theories of criminal deviance and gambling addiction, as well as social impact studies. We soon noted that Leslie had no clear conception of the relationship between particulars--e.g., the legislative history of the legalization of casino gambling in a given state or locality--to broader issues, such as the social acceptance of gaming, nor of the need for general explanatory hypotheses to account for "facts". Even after a conference call in which we walked her through some examples of theoretical explanation, she had difficulty in organizing her writing to treat the subject matter with any coherence or in any depth.

2. Ron is a middle-level manager in the human resources office of a small university, with responsibilities for training new personnel. As an undergraduate, he majored in business, and his graduate area was higher education administration, with a focus on comparative impacts of benefits packages. Initially Ron also lacked an understanding of how theoretical accounts function to order and organize discrete events or phenomena, and thus did not include economic or other analyses of salary compensation versus fringe benefits, etc. His plan was to focus solely on the details of the policy of his employing institution, and to determine whether it was "fair" or not.

Intensive coaching, taking place within the context of the individual conversations and correspondence which make up our student-faculty interactions, did not yield particularly satisfactory results in either of these cases. The final documents submitted by Leslie and Ron each were marred by a weak conceptual framework and by lack of clarity about the relationship between explanation and prediction. Unfortunately, this incomplete understanding of the function of theory seems to be common among our students, and finding ways to address the problem should be a priority.

A former Graduate Program colleague, Dr. Margaret Blackburn White, provided her students with a written account of the role of theory, which rested on a two dictionary definitions of the term: "a coherent group of general propositions used as principles of

explanation for a class of phenomena; " "the branch of a science or art that deals with its principles or methods, as distinguished from its practice." This was followed by a particularly lucid explanation of "phenomena" and the process by which human beings may organize their observations to account for "patterns, sequences, causes and effects," along with a cogent statement of the contribution of theoretical understanding to the development of critical perspective. Even recognizing the possible limitations on this point of view as recently pointed out by postmodern anti-theorists, I continue to hold out for its value, but find that other approaches need to be tried.

Since the Program is a learner centered, individualized, independent study MA program, new learning typically takes place within a mentored context, rather than as a result of direct instruction. It is my observation however, that with regard to the understanding of theory, special efforts may sometimes be required beyond written explication. Students who are otherwise apparently literate and sophisticated , often "don't get it" when it comes to what theory is and how it functions. For example. there is a required literature review, which is supposed to demonstrate a knowledge of significant thinkers' work, relating it critically to instantial or experiential material. Without an understanding of how theory works, the review may not be of sufficient breadth, depth or relevance. The study as a whole may be marred by an uncritical perspective on the student's own point of view and/or a lack of coherence. From the developmental point of view, we may be able to identify some students as stuck at a cognitive level preceding the abstract., but having said that, what can we do to help the student reach this next skill level?

The Program:

In order to define the assumptions and arrangements which characterize my particular context, I offer a summary description of the Graduate Program. It was established at Goddard College in 1969 and transferred to Norwich University in 1981. The Graduate Program continues the basic commitments of Deweyan thinking: to the responsibility of each person for the consequences of their own decisions, to the testing of thought by action, to the integral relationship between learning and evaluation and to the centrality of interest as a factor in learning (Benson and Adams, 1987). Thus, its underlying principle is that **learner-centered education is educational experience deliberately directed to the educational needs and goals of individual students, as articulated by those students in conjunction with faculty and academic mentors.**

Qualified adult learners may earn the Master of Arts in the Graduate Program in humanities, social sciences, education and interdisciplinary areas, in a non- resident, independent study format. A number of students also prepare for professional careers, (counseling is the most popular), integrating work in required areas with the thematic MA study. Students each work with a core faculty generalist and a field faculty specialist, to develop and implement study plans focused on their own questions and interests. These study plans mark out focal issue(s), resources, methodologies and documentation as they are understood at the start of the process; the direction and approach is subject to change as learning takes place.

Strategies

The parameters within which a strategy for addressing a learning issue can be shaped, are obviously particular to the programmatic context within which it occurs. In this case, since the Graduate Program uses a low residence model, the opportunities for face-to-face individual or group coaching are limited. (The possibilities offered by technologically-mediated communications will be touched on below.)

Whatever approach is devised, it must be learner-centered in the sense explicated at the beginning of this paper. A significant implication of this philosophy here is that understanding follows most effectively from activity on the part of the learner, that is, that theory-making would be the best road to

"As learner, the student is not an empty vessel, but rather comes to the learning table with assumptions and sets of ideas and beliefs absorbed from the environment over the years. In this way of looking at things, the teacher needs to anticipate what the student must do in order to learn, and therefore set up a series of learning experiences in such a way that the student can make discovery after discovery by him or herself." (Bensusan, 1996)

Our strategy should also reflect what we know about the developmental needs of the learners. It is not the purpose of this paper to recapitulate the body of adult learning research, except to urge that our practice be informed by it. Writing in New Horizons

in Adult Education, Nancy E. Hagan makes the point that " the educational experience should be distinctive between learners at different periods of life, " and thus that "the differences between adolescents and adults serve as markers to different educational procedures and intents." (1988, p. 12). She goes on to say that "the process of adult education must be one of greater collaboration and mutuality than that of adolescent education. . . .Adult education is less a transmittal of knowledge. . .and more a pattern of discovery and reciprocity. . . ." (1988, p. 14.) These were the considerations I had in mind in developing a strategy for helping students with the understanding of theory.

For our annual Program Colloquium this past year, I was asked to make a "thematic presentation" as part of the agenda of group events. Since I was doing research on constructivism and distance learning, I decided to present some of that material.. As I went on with my reading, however, and discovered the great debate raging between the constructivists and the instructional designers, I realized that I had before me a wonderful example of the significance of theory. How could I make good use of this opportunity to bring the point home?

My strategy as it developed was to reflect on my own process of inquiry, to raise the questions which occurred to my mind about the adequacy of the various positions, and to detail the way in which I tried to make sense of what I was reading. Here I modeled an inquiry process, presenting myself as a learner. To create an active and interactive learning context, this didactic presentation was prefaced by a two-part small group

exercise. Participants were challenged to create ad hoc theories to account for random lists of phenomena, and then assisted in comparing results against standard criteria for assessing competing theories-- adequacy, parsimony, etc.. (Each group had a list of sentences such as "Maple is a much harder wood than pine;" "A comet and a lunar eclipse were both visible within the last month;" "There are more than 50 people attending the Colloquium;" "No cases of mad cow disease had been documented in the United States as of April 1;" "there was a high wind warning last night.") We did this in two stages. For the first exercise, each small group had a different list of "phenomena" and was asked to explain why the "theory" put forward was adequate as an explanation. The second time around, each of the groups had the same list, and we compared the "theories" and discussed simplicity and parsimony. Only then did I offer my presentation on constructivism as an example of theorizing.

The final element in my didactic strategy was to have students fill out a written evaluation of the session. They were asked to answer the following questions:

1. Did you have a good grasp of the role of theory before you attended this session? If so, how did you acquire it?

2. Were the group exercises useful in clarifying the function of theory? If not, why not?

3. Was the presentation on constructivism a good example of how theory works?

4. Has this session been helpful in terms of your analysis of theory in your own field of study? If so, please give an example.

The results of the evaluation were disappointing, in that a number of students did not fill out a form, and that responses were mainly monosyllabic and uncritical--"Yes", "Excellent". The more detailed responses tended to focus on the potential usefulness of the material on constructivism, rather than on the notion of theory and its utility. In retrospect, I would make the evaluation an integral part of the session, rather than an elective activity, since I believe that the "reflective moment" is an essential part of the learning experience. I am also looking to translate the group session into online formats which can be presented first on a WebNotes conference, and later as a collaborative activity using groupware.

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SESSION II

Peering Into Cyberspace: An Examination of the Issues Facing Faculty and Adult Learners Entering the Realm of Distance Learning

Distance learning has steadily gained in popularity as a mode of educational delivery, especially within the past five years. The decline of costs in the computer and information technology industries, and the exponential growth of technology efficiencies have served as major factors in the recent increased interest and popularity of distance learning.

Historically, distance education methodologies have been traced back to early forms of correspondence education. The inclusion of various forms of technology in the educational process evolved through the years, beginning with the use of instructional films, slides, and motion pictures. The development of instructional television, video, and today's one-way and two-way interactive video modalities have been the most recent innovations. Finally, he increased usage of e-mail, due primarily to the rapid growth and popularity of the Internet within the past few years, has provided educators with a plethora of technology alternatives to augment the teaching and learning process in higher education.

In the field of adult higher education, and particularly programs geared toward degree completion, the student population being served comes to the faculty with diverse sets of strengths, as well as areas of need requiring special consideration. While adult learners' strengths are often described in their levels of maturity and commitment to the

completion of degree requirements, they often also come with obstacles which create or magnify the need to reduce the barriers of time and place of learning experiences. Some learners also are in need of work at a developmental level which can be provided or supplemented through the use of computer software and/or telecommunications. The sophisticated level of use and acceptance of these technologies in today's work and school environments can certainly be viewed as possible vehicles to assist in the reduction of those barriers. For faculty, the technologies may be viewed as opportunities to personalize the educational experience for adult learners.

Today's adult learners also frequently arrive at our doorsteps realizing that the technologies of fax machines, e-mail, Internet, and other forms of computer-mediated communications are readily available from their homes, workplace resources, and often both locations. In many cases they are not only very much in tune with the availability of the technologies, but they are true experts in using them as a part of their daily work routines. Furthermore, they expect their educational providers to be equally computer/technology literate.

In addition to the expectation that the faculty will be active users of technology, there is also a general expectation, due in part to the commercialization and media coverage of advances in telecommunications technologies, that the colleges and universities have available various modes of distance learning programs which will provide them with alternative solutions to the need for educational programs. Many institutions do already

have or are developing these programs, but there are still many of us who are struggling to find the "on-ramp" to the information superhighway.

There are several obstacles facing faculty who yearn to implement technology and distance learning strategies in their teaching, ranging from lack of equipment and training opportunities, to the lack of time to invest in learning how to use the technologies independently. The general interest and desire on the part of faculty to use technology in teaching seems to be increasing. It is a major goal of this session to provide participants with the opportunity to share their personal experiences, including strategies of success and failures, to help us become more experienced as users of educational technologies for adult learners.

Research in the area of distance education has shown that "coursework delivered via telecommunications technologies is as educationally effective as that delivered in a traditional face-to-face format" (Moore and Thompson, 1996). These results, combined with the knowledge that adult learners often come better prepared in terms of emotional maturity and readiness to meet educational challenges, should give faculty the inspiration and motivation to be willing to experiment with the technologies our adult learners have come to expect in the work and learning environments. We, as faculty, need to share our own learning experiences using technology with each other in an effort to overcome our fears, as well as some of the other institutional barriers which may exist to hinder our creative efforts.

A variety of models for instructional design exist within the medium known as distance education, or distance learning. The overarching premise of distance learning programs is the use of computer and/or telecommunications technology to reduce the physical barriers of time and distance between faculty and learners. There are a variety of ways in which this can be accomplished, and they are generally categorized under the title of "instructional design." In larger or more formal distance learning programs, or programs which have been in existence for a number of years, institutions have hired support staff with the technical expertise to assist faculty in developing technology based teaching and learning tools. Most of us are still relying on our own instincts and abilities.

However, in the situation of an individual faculty member who may wish to experiment with the creative responsibility to design a learning situation, with limited or no access to professional instructional designers or experts in educational technology, it is important to be aware of some basic principles to make the distance learning experience a coherent, well-planned educational course. These principles are not too different from the considerations made by a faculty member when planning any course.

The four main steps to be considered are: "1. Establishment of goals following an assessment of learner needs; 2. Creation of a plan and process to achieve the goals; 3. Execution of the plan; 4. Evaluation" (Moore and Thompson, 1996). These steps are generally the same considerations which would be a part of the creation of any new course offering.

When planning a distance learning experience, the faculty member should take care to consider the use of technology as a choice to enhance the educational experience for the learner, ensuring the experience is instruction centered and learner focused, rather than simply being a technology driven experience. A common example of a poorly designed experience would be the use of instructional television or video in which the instructor becomes a "talking head" rather than providing any meaningful way for the learner to have an interactive part in the learning experience.

Perhaps one of the easiest ways to experiment with the implementation of a distance learning strategy is through the independent study course offering. This will afford the faculty member and learner the optimal opportunity to provide each other with feedback concerning the actual usefulness of the technologies being used to augment the learning process. This strategy has been tested by faculty at Empire State College, and was implemented in the following manner.

My presentation will focus on two specific involvements with distance learning: 1. Teaching in the Empire State College graduate program. 2. Tutoring in the Empire State College Center for Distance Learning.

My first experience with distance learning involves a learning contract with a graduate student living 450 miles from me. We had met briefly at a graduate residency; our conversation led her to contact me several months later to work with her on an elective in

her Social Policy program. We worked out a detailed set of learning objectives and activities; I provided her with an extensive listing of resources which she had to develop and obtain locally. We established a schedule of telephone discussions of her progress. These biweekly conversations enabled us to build rapport and introduce new dimensions to the learning contract as she pursued her research. It was a rich experience for both of us; geographic distance did not interfere with the learning experience. I found that mentoring at a distance does require a level of preparedness and precision to make best use of the discussion time. This experience was excellent preparation for teaching in the Center for Distance Learning.

The Distance Learning Program enables students to earn the Associate's or Bachelor's degree without any on-site requirements or one-on-one meetings with the faculty mentor who guides the student through the program. The program follows a traditional semester schedule (Fall, Spring, Summer) offering eighty courses. Students enroll via mail or e-mail; they order their books by mail from the Empire State College bookstore. They communicate with the tutor, via telephone, U.S. Mail and, increasingly, fax and e-mail. Some CDL courses offer (or require) a computer conference component.

In Fall, 1995, I worked with six students in a CDL course called "Communications for Professionals." Students follow a Course Guide which structures the workload and assignments. My contact with students takes several forms:

First, the student receives a "tutor letter," introducing me, giving them my various contact addresses (telephone, fax, mailing, e-mail). In addition, I indicate when I will have "office hours." The students expect that I will be available at those times to receive calls and assist them with work as needed. I scheduled Tuesday evenings and Friday mornings. Since I am a fulltime faculty member with the College, they were actually free to contact me at the office at their convenience. The tutor letter sets the tone for subsequent interactions.

Second, I make an initial call to each student during the first week of the course. We agree on dates for "tutorials." These are conversations of thirty minutes or more for clarifying content, discussing my feedback on assignments and doing problem-solving.

Third, I contact students at least four times during the semester for tutorials. These conversations serve to build rapport, to deal with obstacles to completing work and keep students moving through the course.

Success, I believe, in this distance environment depends on consistency and timeliness on my part. I called the students as scheduled; I returned their written work promptly. This served several purposes: It gave them feedback for future assignments. It kept the momentum going. It provided an opportunity, with the students who were not keeping up, to discuss the reasons and to formulate action plans to keep on task.

One student preferred e-mail contact. Although we did have telephone conversations, his flexible work schedule meant that we occasionally missed one another. E-mail simplified life for both of us.

As a primary mentor in a small rural unit of the College, I enroll my students in CDL courses frequently because it give them access to a variety of instructional resources that I do not always have available at the local level. As with anything, some students like the CDL approach; some students have refused to enroll after one experience. Generally, those students presented a contradiction: they appreciated the structure of the program but they needed the support of one-on-one meetings with the tutor.

I am generalizing here, to be sure, but it is my observation that the unit students most successful in the distance learning environment come to the program with a high degree of self-direction and time management. They communicate directly and frequently with course tutors. They know what they want from the course and the tutor. They come to me as their primary mentor for assistance if they are not getting the feedback they feel they need. They keep careful records of their work, such as mailing dates of assignments. This is bookkeeping but as a tutor in CDL, indeed as a primary mentor, I find it necessary and valuable to track my interactions with students.

Current research on the impact of technology on adult learning programs frequently emphasizes that one of the strengths of programs like Empire State College is its

individualized, one-on-one supportive relationship with a faculty mentor. As we interact more with students at a distance, how will we assure the social support and intellectual discovery that often occur in the mentoring relationship?

One answer to this question, I believe, is careful planning of tutor interactions with students. Another is specific, carefully formulated written responses to students' work which gives them clear direction and concrete suggestions for development in their learning.

Dr. James W. Hall, President of Empire State College, recently published an article in which he commented:

> "The role of intellectual guide to the student, or mentor, will become more important as students pursue much of the formal instruction, formerly communicated through faculty lectures, in a variety of self-paced, student-directed modes. In fact, student planning and academic advisement is likely to move to the very center of the educational process for both students and faculty as both seek to find and use the most useful available resources.... The university of convergence will require a dramatic shift of time commitment toward student advisement" (Hall, 1995).

I believe that "the university of convergence" will also require that we as faculty become lifelong learners, adapting to new technologies. The challenge in all of this is to locate and hold firm to the mentoring role while recognizing the real advantages of the access to global resources. New models of working with adult students will need to incorporate "all of these trends, integrated with other on-line resources, and provide flexibility and ease of dissemination without sacrificing the quality and effectiveness of learning" (Hamalainen et al., 1996).

Finally, as we embark on our journeys as educators of adults in the distance learning medium, it is important that we remember to share our own experiences of "what works" and "what doesn't work" as we continue to experiment and grow in our profession. The opportunity to share our experiences and learning truly gives meaning to our own continued lifelong learning ventures. We encourage our audience to share with us, and one another, the experiences of distance learning practices from the perspective of practitioners.

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A Panel Discussion on Intergenerational Learning: The PEL-ASPEC Project at Eckerd College

Leo L. Nussbaum, Ph.D. and James J. Annarelli, Ph.D.

Eckerd College

Introduction

The Academy of Senior Professionals at Eckerd College (ASPEC) was founded to provide an intellectually stimulating environment for retired and partly retired professionals wherein they may share their knowledge and experience with students, faculty, and one another. The 211 members of the Academy are men and women with records of high achievement in the professions or other careers. They come to the Academy with expertise in a variety of areas including the arts, the humanities, business, medicine, government, law, education, science, engineering, and the ministry.

The Program for Experience Learners (PEL) was established at Eckerd College in 1978 to extend educational opportunities to adult learners. Through intensive evening and weekend courses offered in eight week terms, and through directed and independent study, students are able to complete the bachelor's degree while attending to the exigencies of adult life. Among the majors and concentrations available in PEL are Management, Human Development, American Studies, Organizational Studies, Creative Writing, History, and Religious Studies. PEL students may pursue coursework in five locations in the Tampa Bay area and through

directed and independent study. Nearly 2000 women and men have earned their degrees through PEL since its founding, and approximately 1250 students are currently active in the program.

The principal educational resources of a college or university traditionally have included its faculty, its library of print and media resources, its laboratories, and--more recently--its computer mediated resources. However, the early retirements of thousands of persons of high achievement in many professions and careers offer new educational resources to the college or university community. Accomplished retirees can constitute for the academic community an invaluable living library. It is in light of this guiding philosophy that ASPEC was established.

From its inception, the primary purpose of ASPEC has been to enhance the educational opportunities of Eckerd College students by making available to faculty the "living library" resources of ASPEC in the instructional program. Faculty may invite ASPEC members to serve as colleagues in planning and teaching courses, confer with ASPEC members in preparing class syllabi, or arrange pairings through which ASPEC members may act as career consultants for students.

The Discussant Colleague

Classes in which a primary instructional mode is discussion provide faculty with opportunities to invite an ASPEC member as a Discussant Colleague. This usually involves an ASPEC member's commitment to the assigned reading and to participate regularly in class for a term or semester.

A faculty member planning to teach a section of a general education course such as Life, Learning, and Vocation (LLV), Western Heritage in a Global Context

(WHGC), or Judaeo-Christian Perspectives (JCP) typically would choose a Discussant Colleague based upon considerations of compatibility, diversity of perspective, and in light of the appropriateness of the Colleague's experience and expertise relative to course goals. In the context of general educations courses, the differing--though complementary--backgrounds and perspectives of the faculty member and Discussant Colleague can promote discussion and stimulate the expression of a variety of perspectives and interpretations in the class. In contrast to the tendency of general education faculty to choose Colleagues from backgrounds different from their own, faculty members in discipline courses tend to utilize Discussant Colleagues whose experience and expertise relate directly to those of the faculty member or to the content and learning objectives of the course.

The Role of the Discussant Colleague.

Each faculty member who invites a Discussant Colleague to participate in his or her class determines what the responsibilities and functions of the Colleague will be. These might include any or all of the following:

1. Pose additional questions for discussion.
2. Enhance discussion by taking a position as adversary.
3. Present additional information on some topic or issue under consideration.
4. Relate his or her experiences to an issue being discussed.
5. Challenge students to think from a different perspective.
6. Confer with students individually or in small groups before or after class, or at another time of mutual convenience.
7. Read student papers with appropriate comments about content, organization, grammar, or style.
8. Serve as a personal or career role model to students.
9. Serve as a supportive colleague to faculty.

A Discussant Colleague usually reads all assigned material, attends each lecture or

film, and shares in the discussions of each class meeting.

The Resource Colleague

ASPEC members, each with vast and rich experiences, are available to supplement the knowledge, education and experiences of faculty. An ASPEC Resource Colleague can share study, research, or career experience related to the course being taught.

The Role of the Resource Colleague.

An ASPEC member may be invited as a Resource Colleague once or intermittently to participate in a class in one or several ways:

1. Serve as a member of an ASPEC panel.
2. Participate in a class discussion.
3. Relate his or her experiences to an issue being discussed.
4. Present additional information on some issue under consideration.
5. Prepare and/or present a case study.
6. Serve as a coach to students analyzing case studies.
7. Serve as an evaluator of competitive case study presentations.
8. Serve as a career or personal role model.
9. Present a lecture on a selected topic.
10. Report on or interpret other countries and cultures based on experiences as a resident.
11. Confer with students about career plans.
12. Serve as a specialized individual tutor or mentor.
13. Read student papers with appropriate comments about content, organization, grammar, spelling, or style.
14. Confer with students individually or in small groups during class, before or after class, or at some other mutually convenient time.
15. Serve as a supportive colleague to faculty.

Program History

The faculty-ASPEC colleague program began in the residential program of Eckerd College under the leadership of Dr. Leo Nussbaum in the Spring of 1984. During that semester, an ASPEC colleague worked in each of the three sections of the

first year general education course Western Heritage. By the Fall 1984 semester, seven faculty members accepted ASPEC colleagues in their courses. When the senior-level requirement, Judaeo-Christian Perspectives on Contemporary Issues, was established in 1986, only one section professor utilized an ASPEC member as a Discussant Colleague. In contrast, during the 1994-95 academic year, Colleagues participated in all 22 sections of JCP offered in the residential program (as well as in all sections of JCP in PEL).

The growth of the ASPEC Colleague program in the traditional residential program was followed, in 1988, by a successful application to the Fund for the Improvement of Post-secondary Education (FIPSE) for a grant to extend the ASPEC Colleague experiment to courses in the Program for Experienced Learners. The two-year grant funded the establishment of the PEL-ASPEC Project, a project continued by Eckerd College. The subsequent participation of ASPEC members in the academic programs of the College is detailed in Tables 1 and 2 below.

In 1995, the College was awarded a dissemination grant by FIPSE to share with six adapter institutions what the Eckerd community has learned through the project. The adapter institutions represent a cross-section of U.S. higher education and include Austin College, Texas; University of Dubuque, Iowa; Green Mountain College, Vermont; Hope College, Michigan; Okaloosa-Walton Community College, Florida; and Spelman College, Georgia. Teams of three members from the adapter institutions traveled to Eckerd College in November 1995 and September 1996 for workshops focused upon understanding the project as implemented at Eckerd College and upon developing plans for involving retired individuals in the educational

programs of each adapter institution.

Project Effectiveness

During the initial FIPSE grant period (1988-90), the participation of ASPEC Colleagues in selected PEL courses was evaluated formally both by students and by faculty. For example, sixty-three students in six 1990 Spring Term PEL courses with ASPEC colleagues completed formal evaluations of ASPEC participation. Of those students, over 88% strongly agreed or agreed with the statement that "The ASPEC member who participated in my class enhanced the quality of my experience as a student." Particularly valued by these students were the ASPEC members' contributions to class discussion and their sharing of insights and experiences related to course topics. All professors in these classes rated their ASPEC colleagues' participation in ten areas as either excellent or good.

Since the initial FIPSE project, anecdotal reports, as well as formal evaluation instruments, indicate that the vast majority of adult students enrolled in PEL classes in which an ASPEC member participates regard the ASPEC member as a source of enhancement of their educational experience in the class. Similarly, the majority of full-time and adjunct faculty in PEL who utilize a Colleague in their classes rate the value of that Colleague highly. In some cases, a faculty member is hesitant to accept a Colleague in his or her class and does so initially with reservations. More often than not, following an initial experience with a Colleague, a faculty member becomes an enthusiastic proponent of the faculty-Colleague relationship. Witness, for example, a recent narrative evaluation of the participation of ASPEC Colleagues by an adjunct

faculty member with eight years of teaching experience in PEL:

> Initially, my personal model of student-teacher transaction was based upon my own educational experiences as a student. To say the least, they were based on a somewhat passive student role. Watching the elevation of the energy level as ASPEC members interacted with students was all I needed to change my approach to one of high-level student involvement. I now can't imagine doing it any other way. . . . The untapped potential of the ASPEC resource is significant. Certainly, a lot has been accomplished; there is much more to be realized if I am smart enough to develop it. I look forward to that effort. (B. Smith, personal communication, August 6, 1996)

Similarly, ASPEC members who have participated in PEL classes report consistently high levels of satisfaction with the experience. In a May 1996 reflection upon his three years as an ASPEC Colleague, a former CEO of a multinational corporation writes:

> The three courses in which I currently participate are a mixed bag: Organizational Behavior and Leadership, Market Intelligence, and Literature by Women. Since the first two are business oriented, I am often able to pitch into class discussions with real-life stories from my own experience. . . . Literature by Women is another story. I have no competency in this field whatsoever. That is why I spend as much time preparing for this course as the other two combined. . . . The whole thing is a pure mind-stretching experience. . . . It could not be more stimulating. (T. Pickard, personal communication, May 1996)

This Discussant Colleague's participation in the Literature by Women course is a good example of a Colleague with a background in an area unrelated to the focus of a course participating in that course both as a learner and as a representative of a cross-disciplinary perspective.

A March 1996 ASPEC Faculty-Colleague Task Force survey of twenty active Colleagues revealed that the most often mentioned criticisms of the program by Colleagues were that faculty did not always utilize fully the Colleagues' special knowledge and experiences (60%) and that more frequent meetings with faculty members outside of class would enhance the effectiveness of Colleagues in the classroom (35%). Nevertheless, the overall experiences of the majority of the twenty Colleagues were reported to be very positive.

Conclusion

The foregoing overview of the PEL-ASPEC Project has been designed to provide background to those attending the panel discussion session. Individuals or institutions interested in pursuing further information about the intergenerational programs at Eckerd College are urged to contact the authors.

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Table 1.

Residential Program
Annual Report
Faculty-ASPEC Colleagues
1994-1995

	1992-1993		1993-1994		1994-1995	
Semester	# of classes	# of ASPEC Colleagues (†)	# of classes	# of ASPEC Colleagues (†)	# of classes	# of ASPEC Colleagues (†)
Fall	36	49	44	65	36	43
Winter	5	11	5	6	4	5
Spring	27	32	26	56	34	58
Totals:	68	92	75	127	74	106

† = Some ASPEC Colleagues participated in more than one class

Note: A growing number of ASPEC Colleagues are directly engaged by faculty, and are not recorded in the above data. In addition, ASPEC Colleagues participate in course and project development and evaluation, syllabus preparation and revision, and student personnel programs.

Table 2.

PEL - ASPEC PROGRAM
3-YEAR COMPARISON-CLASSROOM PARTICIPATION

	1988 -1989			1993 - 1994			1994 - 1995		
Term	# of classes	# of ASPEC Members (†)	# of Students	# of classes	# of ASPEC Members (†)	# of Students	# of classes	# of ASPEC Members (†)	# of Students
Autumn	4	5	65	18	29	208	20	38	238
Fall	7	13	107	21	34	283	24	45	285
Winter	9	12	148	23	46	273	18	22	235
Spring	10	9	154	27	48	362	20	22	261
Summer	4	6	56	15	25	151	20	33	222
Totals	34	45	530	104	182	1,277	102	160	1,241

† = Some members participated in more than one course

INDIVIDUAL CAREER CONSULTATIONS
SELECTED YEARS

Career Consultations (to date)	1989 - 1990	1993 - 1994	1994 - 1995
Requested	67	71	40

In the first year of the FIPSE Project, PEL students were invited to attend group conferences at announced times for consultations with ASPEC members. This venture was not successful and, in 1989 - 90, we introduced the one-on-one counseling program which is still in use.

[1995-96 data currently being assembled indicate that 179 courses in the residential and PEL programs utilized 1-16 colleagues in various categories.]

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A PERFORMANCE MANAGEMENT SYSTEM FOR ADJUNCT FACULTY: SELECTION, ORIENTATION, DEVELOPMENT, AND EVALUATION

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Introduction

Courses and programs serving adult learners in higher education rely heavily upon adjunct faculty, who comprise nearly 40 percent of college educators in the United States (Lesko, 1995). During the past two decades, the number of adjunct faculty members who teach in the United States has doubled, according to a 1994 Education Department study (Lesko, 1995). These part-time instructors add real world experience, as well as relevant and recent examples, with "cutting edge" knowledge of their fields as they teach primarily during evenings and weekends. The commitment and motivation of adjunct faculty is described by Edward Marits (1996):

> For adjunct faculty members, the essential issue is that teaching a course is not only about showing up one night a week for a semester and providing some instruction. Rather, it involves the commitment and confidence to create, seek, and participate in activities that will enhance the learning experience for both them and their students. (pp. 225-226)

Although money is often acknowledged as only a small part of an adjunct faculty's motivation to teach, it is the primary means of compensation, since few adjuncts receive any other benefits. Lesko (1995) cited research stating that adjuncts were paid an average of $2,000 per course, and taught six courses a year to 150 students. Carlow College's compensation is $1500 to $1725 per course (typically 24 direct hours of teaching). National-Louis University's compensation is $850 per course (typically 20 direct hours of teaching). From a small telephone survey of Degree-Completion Programs in the greater Chicago area, the authors found a range of adjunct faculty compensation from $825 (20 direct hours of teaching) to $2000 per course (28 direct hours of teaching). Refer to Appendix A.

As adult programs increase, so will the need for continued and expanded involvement of adjunct faculty. It is projected that one of every two faculty will work part time by 2000 (Lesko, 1995). As an example of the prevalent use of adjunct faculty, the innovative programs which have served adult educational needs at Carlow College (Pittsburgh, PA) and National-Louis University (Chicago, IL), have relied upon the able assistance of many adjunct faculty. Nearly 500 adjunct faculty teach at National-Louis University per month.

Several assumptions form the basis for the approach to adjunct faculty development being taken in this paper. One assumption is that the teaching-learning relationship that adjunct faculty enter into with adult students is just that—a relationship joined actively by both the

faculty member and the student. This means that the faculty member is a guide and facilitator of learning but not the source of all learning. Students must be active participants in this partnership of teaching and learning.

To ensure this partnership between teaching and learning, and between teacher and student, Brookfield (1986) recommends each and every faculty develop a thoughtful rationale to guide their teaching. By reflecting upon, and clarifying, their philosophy of teaching and learning, adjunct faculty will be able to consistently and persistently offer the adult learner the kind of educational environment which will foster success. Grounded with a clear understanding of the underpinnings of one's educational beliefs, there are far reaching implications for course objectives and for the choices faculty and students make regarding depth and breadth of course material (Brookfield, 1990).

A second assumption is that in today's world everyone must be a lifelong, and self-directed, learner. Consequently, part of our goal as faculty is to increase our adult learners' abilities to be lifelong and self-directed learners. To do this, faculty must also be life long and self-directed learners. We model our belief in these mutual learning goals by sharing control and autonomy in the classroom, by respecting students' goals and expectations, and by being open to, and participating in, our own new learning. This latter activity is critically underscored by Kidd (1973):

> And no one sets up such a block for others as he for whom learning seems so unimportant that he is not bothering with it himself, even though he claims it might be useful for others. (p. 296)

The idea for this paper grew from the authors' experience and passion for working with, and serving as, adjunct faculty during the past ten years. We are interested in enhancing the development process of adjunct faculty as they increase their teaching skills and their awareness of the art of teaching and learning relationships with adult learners; to help adjunct faculty become better at what they do. We will explore this process as a four step system borrowed from the realms of Human Resources and Management: Selection, Orientation, Development, and Evaluation.

The Selection Process

The new adjunct member (at least considered new in terms of an affiliation with our specific adult program within our specific higher education institution) will influence our adult students, our institutions and our profession. We underscore the importance of the teaching-learning philosophy from this first part of the Performance Management System by modeling with our adjunct faculty the kind of relationships that we want our adjuncts to develop with our students. Therefore, the Selection Process is our first opportunity to set Adjunct Faculty up to succeed, not just to set them up.

Potential adjunct faculty candidates come from a variety of settings: other educational institutions, corporate settings, private consultants, and internal administrative University personnel. Such candidates may emanate from referrals from "known" sources, such as faculty or other adjunct faculty; or from other sources, such as newspaper advertisements. Regardless of how candidates are identified, the crux of the selection process is to determine the best candidates to invite into the adult learner's educational environment.

Primarily, institutions search for candidates who have content expertise in a specified area, and who, secondarily (but hopefully), have teaching experience or training skills. Determining the balance between content expertise and teaching experience is a critical decision. A disproportionate balance between these two functions may severely impact the educational experience of adult learners. The most qualified adjunct faculty must have an equitable balance between *what* they teach and *how* they teach to be most effective with adult learners.

To assist in the Selection process, it is helpful to have specific criteria to guide the initial screening of potential adjunct faculty candidates. Apps (1981) describes eight exemplary instructor characteristics:

concerned about learners
knowledgeable in their subject
relate theory to practice and their field to other fields
appear confident
open to different approaches
present an authentic personality in the class
willing to go beyond class objectives
able to create a good atmosphere for learning9/9/96

Knox (1980) offers five personality characteristics of effective teachers: self-confidence informality, enthusiasm, responsiveness, and creativity.

An Interview and an Assessment Center simulation are two methods to continue the next phase of the Selection Process for candidates initially screened. Since clear expectations contribute to a successful teaching-learning experience for both students and teachers, it is important to remember that the Selection process is the initial opportunity to communicate and demonstrate expectations.

The Interview process is the most commonly used Selection method, in the authors' experience. An Interview process may be as simple as reviewing a candidate's resume, checking references and having an informal conversation between an University Administrator or Faculty member and the candidate. The Interview process can be expanded to include others, such as veteran adjunct faculty, full-time faculty, alumni, and/or current students. Although the Interview process may verify current content expertise and even philosophical agreement with adult learning theory, a weakness of this method is that the teaching abilities and behaviors of the candidate are only discussed, but

not demonstrated. If this is the primary Selection process used, it is advised that the Orientation process include opportunities for mentoring and observing, prior to a new adjunct faculty's first teaching assignment.

An Assessment Center process is a more structured approach to select adjunct faculty. It is one which requires additional institutional personnel to participate in the process, but it has two distinct advantages: as few as four to as many as a dozen candidates may be "screened" at one time and the candidates are given simulated situations to actually demonstrate their abilities. It becomes the responsibility of the Selection Committee, then, to compare the ratings of the various candidates and make recommendations as to the most qualified candidates.

Activities (and their corresponding purpose) which may comprise an Assessment Center process include:

- Leaderless discussion--to determine group and facilitation skills
  As a group, adjunct faculty candidates are observed and rated as a common question is discussed, such as "What are the unique educational needs of adult learners?"
- Student Proposal In-Basket--to determine written feedback skills
  Adjunct faculty critique a 1-2 page sample student proposal.
- Assessment of candidate's resume, application materials and references--to determine relevant prior experience
- Interview (with performance based questions)--to determine past performance which should help predict future performance.
  Adjunct faculty meet one on one with a member of the Selection Committee.

By selecting the most qualified candidates with a carefully designed Selection process, we help to assure that our adult students will be receiving the method of teaching which best promotes learning among adults. As we are reminded by Carl Rogers (1983), "the purpose of teaching is to promote learning." (p. 18)

The Orientation Process

Once we have selected qualified adjunct faculty, the critical responsibility of integrating them into our individual institutions and our collective family of non-traditional adult educators is continued in the Orientation process. A second critical responsibility of the Orientation process is to provide a base of understanding for adjunct faculty as to what it means to be an excellent adult educator in our specific institution.

Building upon the often implicit expectations and initial perceptions presented during the Selection process, the undergirding assumptions about adult learners, as well as an understanding of the field of adult learning, must be provided. Often, however, this phase

is filled predominantly with the "logistics" (admittedly important) of becoming acquainted with our individual institutions and programs (i.e. who to contact regarding various procedures, what forms to complete to be paid, etc.). Expectations must be explicitly communicated and clarified.

Guiding the Orientation process are the two main responsibilities stated above, clarified with relevant questions:

- Integration of adjunct faculty into our institutions and our profession

    1. How does the specific course to be taught fit into the overall Program or Degree of the adult learner?
    2. How are standards specified?
    3. Why are alternative formats (i.e. accelerated, one session per week, at a distance) particularly relevant for adult learners?
    4. What is the prevailing culture at our institutions and how do we communicate it?
    5. What do regional and state agencies expect and mandate?

- Refining and perfecting the teaching-learning relationship between adjunct faculty and adult learners.

    1. How do we balance between setting up a good learning environment for our learners while our new adjunct faculty are also in an initial learning mode?
    2. How is the delicate balance between content and process maintained?
    3. How can courses and classroom activities be re-designed to take advantage of different formats?
    4. What are our assumptions about adult learners?
    5. What are our assumptions about teaching adult learners?
    6. What has been learned from research, conceptualization and practice of teaching adult learners?

At the same time we are orienting new adjunct faculty members, it is wise to consider how other faculty members and administrators will be oriented to the new adjunct faculty. (Such a strategy adds to the resolve to set adjunct faculty up to succeed.) To address these internal groups, a faculty/staff development meeting is suggested, which might include:

- brainstorming assumptions about adjunct faculty
- providing "facts" about adjunct faculty
- explaining the performance management system for adjunct faculty.

Some of the methods to choose from in molding the Orientation process include: group instruction, individual coaching, panel discussions, simulations, role playing, initiating mentoring partnerships, focused conversations with "veteran" adjunct faculty, observations of adult learner classes, adult student demographics for specific courses and/or programs, conversations with current students and/or alumni, reference materials, and resource guides. These methods, of course, are also tools to continue in the Development process of adjunct faculty.

If adjuncts (as well as full-time faculty and administration) do not know why the unique features of adult programs are particularly relevant for adult learners, they may see them, consciously or unconsciously, as barriers to effective teaching or as ways of diluting the educational process. For example, understanding that adults in our non-traditional programs do a lot of individual reading, writing, and thinking outside of class helps to explain, and legitimize, the concept of accelerated (i.e. limited) class time.

And, if Program and course goals are not redefined to encourage self-directed learning, then the balance between content and process will be unevenly weighted toward only achieving mastery of a content area. Similarly, if adjunct faculty do not understand the value of facilitative teaching and its role in an adult learner's development (i.e. developing a sense of control and autonomy), it may be used less and less.

> Without such a rationale it is likely that most facilitators will sooner or later fall unthinkingly into patterns of facilitation that support structures of organizational convenience and confirm learners' patterns of dependency learned in he school classroom but have little to do with assisting adults to create, and re-create, their personal, occupational, and political worlds. (Brookfield, 1986, p. 296-297)

Brookfield further reminds us that, "the purpose of facilitation is to assist individuals to begin to exercise control over their own lives, their interpersonal relationships, and the social forms and structure within which they live." (p. 291) Patricia Cross (1981) adds:

> I believe that the single most important goal for educators at all levels and in all agencies of the learning society is the development of life-long learners who possess the basic skills for learning plus the motivation to pursue a variety of learning interests throughout their lives. (p. 249)

Another important task during the Orientation process is to assist adjunct faculty in deepening their understanding of the adult learners they share their time with. Some particular books and articles that we have used and recommend as helpful include:

- Zemke and Zemke's "Thirty Things We Know For Sure About Adult Learners"
- Brookfield's Understanding and Facilitating Adult learning,
- Brookfield's The Skillful Teacher
- ERIC Reports

- Rogers' Freedom To Learn for the 80's
- Cross's Adults As Learners
- Knowles' The Adult Learner: A Neglected Species
- Merriam and Caffarella's Learning in Adulthood.

By providing various and diverse opportunities in the Orientation process, and adapting to the adjunct faculty's individual experience and needs, we continue our responsibility to set up adjunct faculty for success. Concurrently, we also contribute to the learning process of the adjunct faculty, "If the teacher is himself a learner this will mean periodic change in his beliefs, theories, and practices" (Kidd, 1973, p. 298) and "the best way to help teachers of adults increase their effectiveness is to emphasize learning—their's and the participant's" (Knox, 1980, p. 73).

The Development Process

Whether the adjunct faculty member is relatively new to teaching in an higher educational setting, or is a veteran adjunct faculty member, the continual improvement and development of the teaching-learning experience is key. "Critically responsive teaching" (Brookfield, 1990) implies not only that we as faculty have a personal vision of our teaching (or are developing one), but that we have an understanding of our audience—in this case adult learners—to whom we can be responsive. These two tasks, teaching and learning, comprise the Development process for adjunct faculty.

To accomplish these two tasks adjunct faculty may be invited to faculty meetings of the program they teach in or may meet with others teaching the same course. At these meetings discussions can be held regarding successful teaching methods and activities, sharing of syllabi, sharing of information which is necessary regarding logistics and policies and procedures.

Brookfield (1990) suggests another development strategy for teachers—reminding themselves of how it feels to be a learner by taking a class and/or learning something new each year. To accompany the learning activity, faculty are directed to keep a learning journal and address such questions as:

- What were your low points and your high points during this learning experience?
- What were some of the characteristics of the teacher which affirmed or insulted you?
- What would you have liked to have seen?

To complete this Development activity, Brookfield suggests bringing the faculty together for a de-briefing session about their learning experiences to discuss and reflect upon how their learning might inform their teaching.

A method which is more structured and potentially more useful than group meetings is the teaching portfolio. This method is particularly helpful to faculty in developing a sense of themselves as teachers, even if they only formally teach some evenings or weekends a year.

Ray Shackelford (1996) of Ball State University describes a teaching portfolio as a "coherent set of materials, including samples of work and descriptive narrative, which is representative of one's teaching practices and student learning and development," in his workshop held at Carlow College. Shackelford suggests critical questions that the process of producing a teaching portfolio leads us to ask ourselves:

- Why did I teach that course the way I did?
- How do I teach?
- How do I incorporate formative evaluation and revision into my planning for teaching?
- How am I keeping up the development of my knowledge base both in content and in teaching methods?

Helping faculty develop their own teaching portfolio can be done in group sessions or in mentoring pair relationships. In a group session the faculty members could reflect, write, discuss and receive feedback on how to put together a statement of how and why they teach the way they do.

When groups or mentoring pairs are used to produce a teaching portfolio it is the process as well as the product that is important. The portfolio process can help us move from talking about teaching to focusing on what we ask of our teaching and what we ask of our students. Documents suggested by Shackelford (1996) which can be part of a teaching portfolio include:

PRODUCTS OF TEACHING

Examples of student written materials
Student projects
Student exams
Examples of student growth

MATERIALS FROM ONESELF

Statement describing beliefs about the teaching/learning process
Course syllabus and description of how it supports teaching/learning process
Teaching materials
Illustrations of the what, how and why of your teaching
Lists of courses taught
Description of how the needs of students and their individual learning styles were addressed

INFORMATION FROM OTHERS

Formal and informal evaluations
Unsolicited letters

Peter Seldin (cited in Shackelford's workshop) has studied which portfolio items have been most effective in helping teachers improve teaching, and finds the following top four items:

1. Statement of teaching responsibilities and a brief description of the way each course was taught and why.
2. Student rating.
3. Description of curricular revisions including new course projects, materials, and class assignments.
4. Representative course syllabi.

This list, as well as what is not on the list (i.e. a record of students who succeed in advanced study; a statement by the department chair assessing the professor's teaching contribution to the department), reinforces the point that it is the process of preparing a teaching portfolio and articulating the how, what and why of teaching-learning that is useful.

In addition to a personal vision of teaching we need to work with adjunct faculty in the Development process of this model on deepening their understanding of the adult learners they share their time with. Bob Kegan's work on adult development, as written in The Evolving Self and In Over Our Heads, is an integral resource. Also pertinent is Brookfield's The Skillful Teacher (for example, Chapters 4 and 5), in which he discusses how the experience and emotion of adult learners affects and enhances the learning process, as well as adding some complications (i.e. the "impostor syndrome" of some adult students, their need for reflection time, and the need to effectively address different learning styles).

Teaching can be a very isolating kind of work and this is especially true for adjunct faculty. Group discussions and mentoring partnerships which break down this isolation can help us become "critically responsive teachers."

In addition to a portfolio process, group meetings, or the sharing of written materials, another method of developing adjunct faculty is a mentoring program, with the goal of developing and enhancing the teaching-learning relationship. Diehl and Simpson (1989) describe the Teaching Improvement Program (TIPs) at The University Georgia which has been used to address the needs of junior faculty, and which could be adapted for adjunct faculty use. In their model, a veteran faculty member (the mentor) and a new faculty member (the mentee) were paired at the beginning of a teaching term. During the term there would be three to four discussion meetings between the two, supplemented by observation of the mentor's teaching, as well as an observation of the mentee's teaching.

Staff support was found to be critical in scheduling meetings and ensuring they happened as faculty got busier during the term.

Harnish and Wild (1994) give examples of how faculty at Niagara County Community College were paired to pursue particular teaching goals such as updating faculty skills or working with an experienced subject matter specialist to incorporate methods that worked with students with diverse reading and writing abilities. These peer mentoring experiences accomplished a variety of teaching goals which flowed from a personal vision of teaching.

By enhancing and expanding upon the breadth of activities of the Orientation process, the Development process is an opportunity to add depth. A well planned and executed Development process continues the success of the adjunct faculty.

The Evaluation Process

By utilizing a Performance Management System, the Evaluation process is not a culminating activity, but one which has been threaded through the Selection, Orientation and Development processes. By remembering that the primary goal of applying a Performance Management System for adjunct faculty is to maximize their abilities and ensure the quality of the courses taught, the primary goals of the Evaluation process are to help adjunct faculty plan for continual improvement in their teaching and to identify how we can support them in that plan.

During the Evaluation process we need to revisit the expectations we have for adjunct faculty. One expectation is that they have made progress on developing a philosophy of their teaching. We further expect that they are able to demonstrate more intentionality in the way that they teach.

As discussed extensively in the Development process, the use of a portfolio process provides a natural bridge into the Evaluation process. The teaching portfolio, or the parts of it begun, could be submitted and reviewed by a Program faculty committee. Or, portfolio pieces, such as syllabi accompanied by narratives of why the course, its activities and assignments were organized the way they were, could be presented and discussed at a faculty meeting. Either orally, in writing, or both, we should expect to see progress on an understanding of the teaching-learning connection. Each year that the adjunct stays with the Program and the institution, teaching goals could be reviewed and progress in the development of those goals could be evaluated. The portfolio, then, would be continually updated and enhanced.

We should also expect to see progress on how the development of the adjunct faculty's teaching is affecting the adult learners. Documentation of student work and student evaluations are some examples that could be presented to demonstrate how an adjunct faculty's class "works" for students. Since, as explained by Marits (1995), adjunct faculty evaluation usually consists of student evaluations generally completed during the last class session, these would be easily obtainable documents..

Evidence could also be verified in individual and group discussions with the adjunct faculty member. Suggested discussion questions include:

- Are they demonstrating and articulating a deepening knowledge of , and respect for, adult learners?
- Are they able to help adult learners be more self-directed?

Finally, another important task of the Evaluation process is for the Program to evaluate itself from adjuncts' feedback on how well the institution and Program have offered support during the Development process. Such an evaluation verifies the partnership between the adjunct faculty member and the Program and its institution, and models the teaching-learning philosophy. Basic questions to guide this task include:

- Do adjuncts feel they have been supported?
- Through what activities?
- What have the outcomes been?

Key to maximizing the use of any developmental plan as part of the Evaluation process is the need to provide a specified timeframe with sufficient support assistance. By taking the time and focusing on these Evaluation activities, we continue to ensure the success of our adjunct faculty.

Summary

We have attached a timeline (Appendix B) which outlines how some of the methods we have suggested to implement this Performance Management System could be scheduled over a year's time. Orientation, Development and Evaluation activities are on-going activities throughout an academic year, with individual adjunct faculty at different places in the Performance Management process.

The timeline refers to evaluation activities such as observations, individual discussion of student evaluations, as well as discussion and mentoring around teaching portfolio tasks. Perhaps it would be decided that each Spring the teaching portfolio of adjunct faculty in our Programs could be reviewed, with clear purposes of affirming the adjunct faculty's accomplishments and discussing future plans for continued enhancement of their teaching.

It is critical that the Performance Management System for adjunct faculty be implemented with the understanding that the adjunct faculty and our institutions have a mutual goal of ensuring the educational success of our adult learners. This is accomplished by taking the time and energy to initiate and implement a Performance Management System, as described in this paper. Performance management is not about hiring, firing and rehiring, but about continual improvement—Setting the adjunct faculty up to succeed, so that our students, our Programs, and our institutions share in that success!

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Appendix A

UNDERGRADUATE ADJUNCT FACULTY COMPENSATION SURVEY
Greater Chicago, Illinois Area

Name of Institution; Location	Average Course Length; Number of Hours; Number of Credits	Compensation per Course; per Session; per In-Class Hour	Other Compensation
Concordia University River Forest, IL	5 weekly sessions; 20 in-class hours; 5 quarter hours	$1400 per course; $ 280 per session; $ 70 per hour	$0.31 per mile; occasionally pay for meal
Judson College Elgin, IL	6 sessions; 4 hrs./wk; 24 in-class hours; 3 semester hours	$1500-$1650 per course $ 250-$ 275 per session $ $62.50-$68.75 per hour	no mileage; no meals
Lewis University Romeoville, IL	5 sessions; 4 hrs./wk; 20 in-class hours; 3 semester hours	$1100 per course $ 220 per session $ 55 per hour	no mileage; no meals
National-Louis Univ. Evanston, IL	5 sessions; 4 hrs./wk; 20 in-class hours; 4 quarter hours	$ 850 per course $ 150 per session $ 42.50 per hour	no mileage; no meals
North Park College Chicago, IL	7 sessions; 4 hrs./wk. 28 in-class hours; 4 semester hours	$2000 per course $ 285.71 per session $ 71.43 per hour	no mileage; no meals
North Woods University Lisle, IL	3 sessions; 7 hrs./wk. 21 in-class hours; 4 quarter hours	$1200 per course $ 400 per session $ 57.14 per hour	no mileage; no meals
Olivet Nazarene Univ. Kankakee, IL	7 sessions; 4 hrs./wk; 28 in-class hours; 3 semester hours	$910-$1225 per course $130-$175 per session $32.50 - $43.75 per hour	$0.31 per mile; no meals
Trinity University Deerfield, IL	5 sessions; 4 hrs./wk; 20 in-class hours; 3 semester hours	$ 825 per course $ 165 per session $ 41.25 per hour	$0.32 per mile; no meals

Appendix B

TIMELINE: Four-phase Process of Adjunct Faculty Development

Month	Action	Stage in Process
March/April	Advertise for adjuncts Get referrals for adjuncts Set up Assessment Center Process	Selection
May/June	Meet with faculty New and old Adjunct & full time (1/2 day/meal)	Orientation & Development - adult learners - formats - logistics Etc.
Aug./Sept	Faculty meeting - after this, set up pairs	Orientation & Development
In this term [Aug-Dec]	Classroom observation Individual support re.student evaluation	Evaluation
November	Faculty meeting Portfolio subjects-discussion of philosophy of teaching and syllabi	Development
January	Individual meetings re: student evaluation	Evaluation
February	Faculty meeting Portfolio development is going on	Development
In this term [Jan.-May]	Classroom observation Individual support re: student evaluation	Evaluation
March/April	Another Assessment Center Process Scheduled	Selection
May	Faculty meeting - meet new people	Orientation & Development
April/May	Yearly portfolio review	Evaluation

DIALOGUE: A SKILL FOR PRAXIS

John W Willets, PhD
Carol Ann Franklin, EdD

In the summer of 1995, our article, Praxis, A New Method for the Academy, appeared in Adult Learning. Since that time, we have come to understand that among the skill set necessary to the lifelong learning model of praxis, that of dialogue is perhaps the most difficult to engage and the most difficult to learn. In our experience, the skill of dialogue is seldom achieved in interpersonal transactions, even though we use the word in our speech and believe we engage in it often. As a divergent process and as a process that underpins reflection practiced in community, a necessary component of the praxis learning model, dialogue requires that we openly and honestly interact with others as we reflect on and learn from our praxis.

The context for the authors' experience with praxis as a learning method stems for our work as practitioners of adult education. While we work in higher education settings, our work is not limited to this milieu. Many adults come to the learning experience with expectations based on skills development and as such often begin their engagement with lifelong learning at a point which is not sophisticated nor focused on transformation. Learning to dialogue often has the effect of moving the learning to a higher experience of learning and many articulate an experience of change in their ability to understand what others are saying and the effect of this understanding on their own learning. It often occurs that through the experience of dialogue learners begin to own their learning and see it as a process which extends beyond their personal borders.

The praxis learning model consists of four (4) primary components: 1) consciousness; 2) praxis; 3) reflection; and 4) new learning. Although one may enter the cycle at any point, the more common entry point begins with consciousness. Consciousness in the context of the praxis model refers to the knowledge we possess, that which we know. Perhaps it is closer to meaning than knowledge.

Putting our knowledge into action, using it in practice, is step two. This happens as we move theory to practice. Out of praxis, the task of the lifelong learner is to reflect on action or the praxis itself. It is at this third point where reflection is akin to assessment or evaluation. It is also at this point that is as important to reflect in community as it is to reflect personally and individually. To finish up the praxis learning cycle, it is out of the assessment and evaluation that one recognizes the fourth component, the need for new learning that informs our consciousness, knowledge base, understanding, meaning. And the cycle begins anew.

It is within the context of reflection in community that the importance of dialogue emerges as an underlying skill for learning. We are using dialogue in a very specific way as we refer to it as a skill for praxis. Dialogue in this context refers to the exchange of understanding where listening is as important as speaking and the purpose is to hear, articulate, consider, and understand the full range of possibilities as they pertain to the assessment of our praxis. The definition for this kind of dialogue is very much like the definitions proposed by Senge in The Fifth Discipline Fieldbook.[1]

In his work, Dialogue: A Proposal,[2] Bohm notes, "In dialogue, a group of people can explore the individual and collective presuppositions, ideas, beliefs, and feeling that subtly control their interactions. It provides an opportunity to participate in a process that

displays communications successes and failures. It can reveal the often puzzling patterns of incoherence that lead the group to avoid certain issues or, on the other hand, to insist, against all reason, on standing and defending opinions about particular issues. Dialogue is a way of observing, collectively, how hidden values and intentions can control our behavior, and how unnoticed cultural differences can clash without our realizing what is occurring. It can therefore be seen as an arena in which collective learning takes place and out of which a sense of increase harmony, fellowship and creativity can arise." Likewise, in his work, Death or Dialogue,[3] Swidler notes, "Dialogue is conversation between two or more persons with differing views, the primary purpose of which is for each participant to learn from the other so that he or she can change and grow — in addition, both partners will also want to share their understanding with their partners. We enter into dialogue primarily so that we can learn, change and grow, not so that we can force change on the other."

In the context of lifelong learning, dialogue is the skill within the praxis model which brings us closer to a community of learners and where the effect of learning is more powerful than that which occurs at the individual level. It is, therefore, the level of interaction where the need for assessment and learning from praxis informs our need for new learning. This is the bridge from our work on praxis to our more recent work on dialogue.

In the Spring of 1996, the authors conducted a keynote workshop on dialogue for the New England Association for Adult Education. At that session, it was clear to us that there is a need to build skills for practicing dialogue. Participants came with questions that would extend their own bridges between theory and practice rather than seeking an-

swers to questions they might not be asking. The underlying assumptions about dialogue shared there include: a desire to learn; one participates with honesty, sincerity, and trust; one enters without assumptions about what the participants believe; participants strive for empathy and seeing the world through the eyes of others. As one considers the assumptions about dialogue, it is important to notice that there is probably a whole set of assumptions about the topic(s) about which the group dialogues. These assumptions and any agendas for participation need to be out in the open from the beginning of the interaction. They should not be hidden, revealed, assumed, nor denied. The purpose of the dialogue is to learn, to grow and to move ahead.

In the workshop on dialogue, the facilitators will try to engage the participants in three skill levels. The first level and the first exercise is to engage the participants in a dialogic exercise designed to concentrate on listening. It may also be an exercise which allows the participant to begin to understand the hard work of dialogue that stems from listening. Nevertheless, in order to be able to understand the positions and ideas of others, one must begin with listening.

The second part of the same exercise is to allow the participants an arena where they can begin to understand the importance of asking questions. It is about framing questions that elevate the level of dialogic exchange so that the context of the discourse becomes richer, more textured, and tactile as well as intellectual. One begins to feel the relationships as well as conceptualize them. As David Bohm notes, the whole structure of defensiveness and opinions and division can collapse; suddenly the feeling can change to one of fellowship, friendship, participation, and sharing.[4]

The third level of interaction allows participants to engage in dialogue which is less structured by the facilitators and more applicable to the praxis of the participants. This is a place where the interaction can be more like the dialogic process we hope for in our praxis outside the conference setting. Working in dyads or triads, the participants plan for the implementation of the work in their own contexts. The exchange of ideas and plans for application is where the participants discover the possibility of dialogue and its level of effect within a workshop setting. It is hoped that this level will be extended when the participants return to their places of work.

It is important to note that dialogue has limitations. Perhaps it has more limitations in organizations which are by nature conservative and where change is often resisted. Donald Factor, in an open letter to Richard Burg,[5] notes, "No organization wants to be subverted. No organizations exists to be dissolved. An organization is, by definition, a conservative institution. If you didn't want to conserve something, why would you organize? Even if an organization runs into serious trouble there remains a tremendous resistance to change. (And, by the way, our larger culture is also an organization.) I suggest that the most one can hope for is a change in the more superficial elements which would naturally occur as an organization co-opts some of dialogue's ethic or inquiry. And maybe that is all that is required to accomplish its aims." Yet, these limitations may be less important as one embraces dialogue within the context of the praxis model for lifelong learning. Here, the importance for change is individual with a collective context.

With regard to the praxis work the authors have done so far, the focus on organizational change has not been our primary focus. We have considered the collective learning important to be sure, because all participants have the potential for learning. The

transformative outcome of learning at the individual level, however, may well be transferred to the collective level. This seems to be a reversal of the focus for collaborative learning, small group activities which most adult educators employ as a matter of pedagogical process. It is a reversal in the sense that the ultimate goal of most adult educators is to facilitate the learning of the individual learner and this is the focus of self-direction and empowering models for personal learning. But the real value of the process might be approached from the other direction, ie, from the perspective of the small group or the learning community. The challenge of this learning focus brings a different set of goals and perhaps requires a different set of assessment tools and techniques. Our work on praxis as a method of learning is moving us from the individual to the collective and it is therefore natural that the skill which intrigues us from this context is the skill of dialogue, ie, how do we learn from each other and how do we learn in ways that empower all of us?

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Academic Excellence Through
Part-Time Faculty

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INTRODUCTION

Ottawa University is a private non-profit liberal arts coeducational institution founded in 1865 in Ottawa, Kansas, southwest of Kansas City, Kansas. Ottawa University was created as a residential undergraduate campus, built with the aid and continuing support of the American Baptist Churches and the Ottawa Indian tribe. Ottawa University has grown over the years into a national and international, multi-site complex.

An outgrowth of the University's mission and educational philosophy has been the creation of its adult centers, beginning with the Kansas City Center in 1974, the Phoenix Center in 1977, the Milwaukee Center in 1992, and international centers in Hong Kong, Singapore, and Malaysia. The primary mission of these centers is to extend the University to adult students, to bring classes and instruction closer to the student at times convenient to adult learners.

Ottawa University Phoenix

Ottawa University Phoenix, through its instructional sites in Phoenix, Tempe and Scottsdale, uses a variety of approaches to achieve its mission to reach the adult learner. It operates an individualized degree program; daytime, evening, and weekend classes; provides workshops and intensive study opportunities, and training programs and courses for business and other organizations.

The University offers a Bachelor of Arts (B.A.) degree in many disciplines including Elementary Education, Secondary Education, Psychology, Human Services, Business Administration, Management, Human Resources, and Labor Management Relations. In addition, the University provides Master of Arts (M.A.) degrees in Human Resources, Education, and Counseling. Specialized programs include teacher certification programs, as well as continuing professional education courses for certified elementary and secondary teachers.

Faculty

Ottawa University Phoenix utilizes two types of teaching faculty. Faculty Advisors are full-time faculty members on continuous appointment who teach and advise students in the degree programs. Most faculty members are responsible for teaching the Proseminar, which is the initial required course for all Baccalaureate degree seeking students.

Faculty advisors are heavily involved in student advising which include assisting students in educational planning and guiding students through the graduation review process. In addition to their primary role as student advisors, full-time faculty are also involved in advising prospective students, program planning, adjunct faculty support, and implementing academic standards. These activities are performed individually and through various University committees. Finally, faculty advisors also teach courses within their academic disciplines.

Part-time faculty members are employed through individual contracts per course. The University relies on its part-time faculty for the majority of its instruction. Part-time faculty meet academic and professional qualifications, having a minimum of a Master's degree, professional competence in the area being taught, and experience in teaching adult learners.

Part-time faculty are contracted to serve different roles. As instructors, these faculty

members facilitate course delivery within their area of expertise. The faculty member agrees to plan and assist in planning the course work, to guide and monitor the progress of learning, and to evaluate the student's achievement in the class. Part-time faculty are also asked to participate in other University functions which include serving as an advisor to full-time faculty regarding programs of study, as an evaluator to assess a portfolio of a student making a claim for credit based on work and life experience, and as a consultant in the graduation review process. Ottawa University Phoenix has a cadre of over 150 part-time faculty.

Academic Delivery

Ottawa University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Ottawa University received its latest accreditation review during December, 1993 and January, 1994. As a result of this review, Ottawa University received its ten-year accreditation approval. During this review, the North Central Association conducted site visits at our home campus and at our adult education programs in Phoenix, Kansas City, and Milwaukee. Although Ottawa University passed its accreditation review, we received recommendations for improvements which has resulted in significant changes in both administration and academic delivery.

A major component of the Ottawa University Phoenix revised academic delivery system is our increased emphasis in the training and evaluation of part-time faculty. In addition, the Phoenix Center has made significant strides in getting part-time faculty involved in faculty training delivery, evaluation, curriculum design, and academic decision making.

ENHANCING THE ROLE OF PART-TIME FACULTY

There has been a steady increase in the use of part-time faculty by colleges and universities

nationally. This practice is likely to continue as institutions become more dependent on the use of part-time faculty due to fiscal issues, larger student enrollments, specialized student needs, increased community involvement, and the recognition that society is demanding institutions to set higher priorities in providing quality teaching (at least at the same level with research priorities). As a result of this trend, there is a growing recognition that part-time faculty must be integrated into the academic activities available to full-time faculty accompanied with academic acceptance and respect (Gappa and Leslie, 1993).

Ottawa University Phoenix, as with most specialized adult oriented institutions, is highly dependent on part-time faculty for its course delivery. Recognizing that part-time faculty bring both academic credentials and professional experience dealing with course content, as well as a strong desire to teach and share their knowledge, the University has tapped into a valuable resource that has been a major factor in its growth. It has also been recognized that if the University is to ensure that academic standards are appropriately evaluated and maintained, part-time faculty must receive the support and development opportunities received by full-time faculty. This includes opportunities for part-time faculty involvement in program assessment, curriculum development, training, and, when appropriate, academic decision making. Part-time faculty must also be thoroughly knowledgeable in the mission, the expected learning outcomes for each major, and the overall academic goals and objectives of the University. Braskamp and Ory (1994, p. 26) point out, "the cycle of assessment is never ending, with faculty always engaged in making sense of their own work and telling others about it, continually changing and improving with the help of self-reflection, and dialogue, discourse, and discussion." This can only be adequately conducted when an institution encourages the involvement of *all* faculty.

It is essential that if academic standards are to be maintained, methods for the selection, evaluation, and retention of part-time faculty be developed. This becomes paramount as part-time faculty become more involved with academic development, evaluation, and decision making.

Since the NCA site visit, the Phoenix Center has been active in establishing standards in the selection of part-time faculty, monitoring of course delivery, and providing on-going educational opportunities for part-time faculty. The following provides a summary of our actions:

Academic Committee. The Academic Committee was formed to oversee the quality and variety of course offerings in the undergraduate program. Because the majority of courses are facilitated by part-time faculty, it became desirable to maintain a high level of academic standards through careful review, planning, assessment, and implementation by full-time faculty. The committee is made up of the Associate Dean for Undergraduate Studies, who chairs the committee, six faculty members including the chair of the Adjunct Faculty Support Committee, and the Registrar. The Academic Committee responsibilities are to:

- provide recommendations to the Provost for outside organizations seeking academic credit from Ottawa University;
- review and approve new syllabi submitted and assist in revising old syllabi;
- review and approve proposals for new course offerings submitted by part-time faculty;
- review current and future Focus areas (Majors) ensuring consistency with the campus and other adult learning centers;
- plan, research, and develop curriculum for new Focus areas;
- make recommendations for policies and procedures dealing with academics;
- review and recommend appropriate text books for courses upon request; and
- assist in the hiring process for full-time faculty positions by reviewing all incoming resumes and making recommendation to the Provost.

Many decisions made by the Academic Committee require full faculty approval. This necessitates the presentation of committee recommendations in Faculty Meetings for full faculty

vote prior to implementation. This process sets the Academic Committee as the research and planning arm of the faculty. Additionally, the committee allows more part-time faculty representation dealing with advisory input to the Associate Dean for Undergraduate Studies in developing and implementing academic policies and procedures.

A key responsibility of the Academic Committee is to maintain University wide consistency in course content at the Phoenix Center. Consistent course prefixes, numbering, course descriptions, and course goals are maintained. Any new course, or proposed special topic course, must be reviewed by the Academic Committee for approval. All new syllabi are also reviewed and approved by this committee based on a University wide syllabi standard.

The outcomes of the Academic Committee are gratifying. Since its creation, the Phoenix Center has revised four majors and created two new majors with part-time faculty consultation. There has been a marked increase in syllabi quality and stronger control over proposed new course work. The committee, in coordination with the Adjunct Faculty Support Committee, has created a new part-time faculty handbook which received final editing from a part-time faculty member and initiated the development of a peer review process and a student portfolio process for directed studies.

Directed studies are courses setup to meet the needs of students who are unable to attend a scheduled course or who need a course that has not been scheduled. Directed studies can have from one to five students who work with a selected instructor. The directed study must provide the same learning as a regular scheduled course but may not have the same clock hour requirements in meeting times. In order to ensure that directed studies are providing a good learning experience for students, the instructor is required to submit a student achievement

portfolio at the end of the course. The portfolio has either originals or copies of completed exams with grades, completed writing assignments with instructor comments and grades, a copy of the syllabus, reading assignments, information on projects, and any other pertinent information. The portfolio is given to the faculty advisor who approved the directed study. After reviewing the portfolio, the information is returned to the student. This assessment allows the faculty advisor the ability to assess whether the student did or did not receive proper instruction.

Adjunct Faculty Support Committee. Totaling a membership of seven full-time faculty members, the Adjunct Faculty Support Committee is responsible for recommendations, and subsequent administration, of approved part-time faculty procedures dealing with hiring, retention, course delivery, peer review, and academic performance evaluation. The committee ensures the centralizing of part-time faculty decisions and operations for the efficient use of resources; the maintenance of high academic standards to meet the expectations of students and the University; and provides part-time faculty support and educational and development opportunities.

As a result of various issues discussed in the Adjunct Faculty Support Committee and the Academic Committee, several ad hoc committees have been formed to deal with identified needs in programing. Some of these issues include peer review, student reaction evaluations, and revisions within majors. Part-time faculty were recruited to participate in these committee activities and were crucial in accomplishing committee tasks.

Part-Time Faculty Hiring. All prospective part-time faculty must go through a rigorous selection process. Resumes are sent to the Adjunct Faculty Support Committee where a review is conducted by all members. If the resume is selected, the applicant is invited to a pre-selection

session held on a quarterly basis. During these sessions, faculty meet with candidates for an evening that includes: general information about the university and its faculty expectations; candidates' ten minute teaching presentations; a twenty-minute group exercise; and individual interviews. Each portion provides the evaluating team with opportunity to assess the candidates; overall expertise including content knowledge and facilitation techniques. The evaluating faculty receives background information on each candidate and meets as peers at the conclusion to make final recommendations to the entire faculty and administration. Active part-time faculty also participate as evaluators for the evening, promoting inclusion into the university culture and collegiality.

If the candidate passes the interview, all pertinent information is provided to the entire full-time faculty for a selection vote conducted at regularly scheduled faculty meetings. During these meetings any faculty can ask committee members questions concerning the applicant.

Teaching Assignments. Part-time faculty are selected to teach courses based on expertise and experience as determined by the Adjunct Faculty Support Committee. The committee also reviews all student end-of-course surveys for indications of quality instruction. Feedback is given to each faculty member based on these evaluations. If a faculty member receives poor evaluations, the faculty member is provided with consultation and assistance in improving course delivery. If this pattern of poor evaluations continues, the course scheduler is notified by the committee and the faculty member is no longer used.

It is policy of the Phoenix Center, as established by the Academic Committee, that part-time faculty are limited to two classroom courses per term in teaching load.

Professional Development. The Adjunct Faculty Support Committee has established

ongoing educational opportunities for part-time faculty in order to improve the educational process in the classroom and to provide support. An orientation program for all new part-time faculty is conducted on a quarterly basis. Issues such as syllabi development, student assessment standards, and the philosophy of adult education are reviewed.

Also offered on a quarterly basis is our part-time faculty development program. This program has provided professional education on such topics as Adult Facilitation Techniques, Providing Appropriate Feedback, Writing Across the Curriculum, Techniques for the First Class, Working with the Learning Disabled, and Sexual Harassment. These topics have been presented by both full-time faculty and experienced part-time faculty.

Part-Time Faculty Handbook. Recognizing that part-time faculty require tangible documentation as a reference to various academic procedures, a totally revamped Part-Time Faculty Handbook was developed in January, 1996. Major topic headings are: Ottawa University Overview, Employment Information and Procedures, Syllabus Guide, Facilitating Adult Learning, Resources in Adult Learning, Services, Registrar Information, Building Information and Lockup Procedures, Accidents/Injuries, Principles of Conduct, Directory, and Appendices. Each part-time faculty member receives a copy of this handbook when selected to teach a course. Records are kept on who receives the handbook and periodic updates are provided.

Peer Review. The Phoenix Center has made major strides in enhancing our assessment activities. In addition to being involved in University wide strategies in assessing student academic achievement, the Phoenix Center has taken special steps in assessing the quality of course delivery.

A peer review process has been tested for possible full scale implementation. After careful

review of various options in peer review, a formative evaluation approach was chosen for implementation. Where *summative* evaluations are concerned with issues dealing with hiring, merit performance reviews, and tenure; *formative* evaluations are used to enhance teaching performance (Centra, 1993).

The Adjunct Faculty Support Committee recommended a peer review process based on:

- Formative evaluation procedures designed to improve teaching through observational feedback, practice, coaching, collaboration, and support.
- Formative evaluations should be separated from the personnel process, but instructors may choose to include formative documentation in their files for reappointment and promotion.
- Formative evaluations should include nonjudgmental descriptions of instruction from colleagues, administrators, consultants or students who have been trained to provide qualified observations and recommendations.
- All full-time and part-time faculty should participate together in formative peer reviews, training sessions and teaching enhancement teams.
- Faculty must initiate, design, motivate and implement evaluation programs and adapt options to individual needs.
- Self-reflection, creativity, experimentation and risk-taking must be encouraged and protected.
- Effective instruction includes a range of methods and styles which are needed to meet varied student learning preferences.

A pilot study of an interactive, collaborative peer review was implemented during the fall

term, 1995-1996. The pilot study included a total of seven part-time faculty and three full-time faculty. The faculty members were grouped into two teams; the two groups met and defined the teams' process and goals in peer review. Reviews were then conducted within the team, and debriefing sessions followed the initial reviews. Forms for pre-review, review, and post-review debriefing were devised. A process observer served as a moderator and summarized the results. The pilot project has resulted in a modified plan to facilitate peer review among part-time faculty.

Beginning in the Fall Term of 1996, subject to final approval from the Center administration (preliminary approval has been granted), Peer Review of all faculty will begin. All teaching faculty will participate in the Peer Review Program at least once every other year. The part-time faculty will be divided into two groups, one to participate from Fall 1996 to the end of Summer 1997. The second group will participate in Peer Review from Fall 1997 through Summer 1998. At that time, the first group will come up for Peer Review participation once again.

Each full-time faculty will be assigned a small group of approximately ten part-time faculty each year. The full-time faculty member's responsibility is to organize peer review, according to the pilot process, for the team assigned to her/him. This team has one year to complete their process of peer review. The assigned teams are constructed around teaching content areas to enhance communication and curriculum integration as well as accomplish meaningful peer review.

SUMMARY

We have made an attempt to briefly describe the action taken by one adult oriented university to enhance academic programs through the involvement of both full- and part-time faculty. Through the collaborative efforts of two major standing committees consisting of full-

time faculty and with the encouragement of part-time faculty involvement, Ottawa University Phoenix has improved its academic assessment and monitoring process.

Gappa and Leslie (1993, p. 285), in reflecting on the role of part-time faculty, reminds us that "it is time for cooperation and for making common cause. That common cause is academic excellence, which can only be ensured when the best faculty members, both full- and part-time, are working closely together." It is this fact that has fueled our efforts in integrating the part-time faculty member into our academic community.

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SESSION III

LEARNING TO LEARN WORKSHOPS FOR ADULT STUDENTS: PATHWAYS TO DISCOVERY

by

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The conference theme"Visions and Revisions" describes our experiences designing learning development tools and assessment programs for our students. We found our "vision" in Alliance workshops and "revised" it to meet our particular needs, reflecting the complexities, differences and changes in adult learning.

Three years ago at the Alliance conference, we were energized by presentations describing courses and programs to assist adult students manage their education and which also demonstrated the importance of self-assessment to enhance and measure educational value. The particulars gave substance to ideas we had been discussing; our mutual objectives being to assist our students in understanding their learning strengths and needs, and to help them take charge of their own educational processes.

We knew we couldn't add another full course to our packed majors, being in the unique situation of accelerated degree programs operating within a traditional calendar and expected to meet traditional requirements. Another issue was the requirement that our students take one unit of Career Development, typically two Saturday workshops in resume writing, interviewing, etc., which, for adult working students were sometimes not challenging. Dr. Cash suggested using these Saturday class workshops both to implement assessment and learning management and to fulfill the Career Development requirement.

Recognizing that the emphasis needed by Business students differed from that

needed by Human Service students, and that our own disciplinary and educational bents would shape content, we took different paths to accomplish our mutual purpose. Part of the challenge we faced in having only abbreviated time frames within which to accomplish what was clearly a more demanding goal, was met by using the classes as springboards for in-depth student self-assessment, as well as program outcome assessment. Again we took different paths, reflective of our own programs, to meet long term goals.

September marks the third year of the workshops which we first brainstormed at the ALLIANCE/ACE conference, and an excellent time for reflecting on how we reshaped the vision we found, how the classes sparked other assessments of student learning, and what we learned about helping students learn. Following are our individual reports on the workshops developed.

INTENSIVE BUSINESS WORKSHOPS

Background College of Notre Dame in Belmont has a student population of approximately 1700 graduate and undergraduate students; of the approximately 950 undergraduates, about 300 are evening students, most are in the on-campus Intensive program. The Intensive Business population has remained fairly stable in recent years at about 175 to 200 students.The Intensive program is a degree completion program for working adults, offering courses in the major in a seven-week accelerated format balanced by General Education course offered in the traditional fifteen week format. The format allows a student to complete nine units in a fifteen week semester, 27-30 in a year as the program runs through the summer.

The College is centrally located between San Francisco and San Jose, between the two major freeways which connect these cities and in the heart of the Silicon Valley. Students pursuing the Intensive Business Administration degree vary widely in age, experience and educational background, many having recently completed community colleges locally, others who have not been to school in a very long time. In talking to adult students informally at information evenings and in depth at initial advising sessions, two themes tend to remain constant -- attaining the degree is of greatest significance as a vehicle to enhance self-esteem "finish what they started" and that they are not as sure of their ultimate success as they would like to be. Many have not had good experiences with education in the past and have real fears about tests, homework, and their abilities, fears they are often reluctant to discuss.

Having worked for many years with adult learners, this was not surprising to me, but the remedy was more difficult in our program which, except for the abbreviated time frame, is very traditional in its approach -- on-campus, pre-registration for individual courses, a traditional curriculum and prerequisites, integrated into the Business Division, and under the same administrative umbrella as the traditional programs. There was no single identifiable introductory course though I would try to steer most new students into the basic Management Theory class. Most students adapted fairly quickly but it was evident that many could benefit by more than we were offering. It troubled me to see a student,who at work was an experienced and highly competent manager, be stymied by a learning problem or a faculty conflict. Sometimes all it would take would be for me to ask: "If this happened at work, what would you do?"

Workshop Development. Intensive faculty meetings were used to identify areas that might be addressed with students in the workshops. The lists were lengthy, including developing skills in critical thinking, quantitative methods, group projects and presentations; tasks impossible in what was limited to two full-day meetings, so the decision was made to use the workshops primarily to help student identify concerns, isolate individual needs and present resources that might be helpful for them to pursue. Another objective was to help students make connections between their roles as workers and their roles as students. Contemporary corporations are increasingly espousing worker empowerment and collaborative decision-making, and talking about themselves as "learning organizations" a la the Peter Senge model.[1]

In an article discussing organizational learning, Edgar H. Schein suggests that it is useful to look at three types of learning that impact the organization change process: "(1) knowledge acquisition and insight, (2) habit and skill learning, and (3) emotional conditioning and learned anxiety".[2] It seemed that, while the first two could be addressed in course work, it was important to use workshop time to discuss and alleviate the impact of the third. A significant component of both personal empowerment and organizational learning is developing self-assessment tools and assuming responsibility for managing the process of one's own learning and development.

The Intensive Business Administration program had always placed a high value on collaborative learning including small group projects, discussion groups, and experiential learning processes which downplay the role of teacher as authority. Collaborative decision

making in organizations requires similar skills and processes; another objective of our "learning to learn" workshops was to provide students with more concrete models for project management and group decision processes to improve their use of group time both in and out of the classroom.

These factors led to the following titles and course descriptions:

MG190A - Educational Management and Assessment (.5) Fall
Course is designed to provide entering adult students information and skills to more effectively manage their educational process. Covers adult learning theory, organizing learning activities, study habits and resources, dealing with numbers and math anxiety, developing support networks and applying self-assessment skills.

MG190B - Managing Group Processes and Project Development (.5) Spring
Course is designed to assist adult students to develop skills and resources in project planning, research, management and presentation. Will include techniques of group facilitation and guided discussions, negotiation of group responsibilities and resources for presentation design. [3]

MG190A is offered in the Fall semester a few weeks after the start of classes to allow students some acclimation to the College before the class. Instructions is shared by the three full-time faculty/advisors in the Intensive Business program and enrollment is limited to about twenty students. The course has a followup assignment which asks the student to assess their learning goals, skill levels, strengths and weaknesses, and design a plan to establish and meet individual learning needs.

MG190B is offered early in the Spring semester and is usually attended by the same group of students. Instruction includes training in meeting management by a professional facilitator and assistance/mentoring of groups by program alumni. The peer learning component of both courses has been particularly well received and seems to have a significant impact on defusing anxiety and enhancing a sense of mutual support in the groups.

The courses are not mandatory for new students, but highly recommended depending on the initial assessment by the Program Director of the individual student's needs. The Director of Career Development at the college had no difficulty with approving the courses as satisfying our institutional career preparation requirement which made Curriculum Committee approval fairly straight forward.

<u>The Longitudinal Study Component</u> One of the persistent issues in adult, non-

traditional degree programs is one of assessment to meet college and accreditation demands. Much of the literature about adult learners discusses the needs that adults have to not only accumulate knowledge but to evaluate and integrate it into their lives. Kegan's descriptions of being a self-directed learner of what he called "Fourth Order Consciousness" seemed very close to our larger program and institutional goals:

> ....(take initiative; set our own goals and standards; use experts, institutions, and other resources to pursue these goals; take responsibility for our direction and productivity in learning)[4]

In developing the details of the initial workshop, it seemed appropriate to ask students to take the information and discussions of the day and translate them into personal learning goals. It also was an opportunity to use those learning goals as the basis for a longitudinal assessment to assess the impact of the program on a sample group of students. Two groups of five students, self-selected from each new cohort of students, are currently submitting samples of their work and completing a self-assessment survey of their progress in a number of areas each semester. This will culminate in a graduation interview and final report. The material for each student can then be submitted to non-program faculty for review and evaluation of program impact.

Workshop Materials Sample syllabi, relevant workshop materials, student evaluations surveys, and information on the longitudinal assessment project will be shared during the ALLIANCE presentation.

INTENSIVE HUMAN SERVICES WORKSHOPS

> "The illiterate of the year 2000 will not be the individual who cannot read or write, but the one who cannot learn, unlearn, and relearn." Alvin Toffler [5]

Background. The goal of the Intensive Human Services Degree curriculum is to integrate educators and adult students to identify and learn the skills and competencies necessary to be effective in the Service Industry in the 21st century. The Intensive Human Services Bachelor's Degree Program shares many of the same programmatic and academic opportunities and obstacles as the Intensive Business Program. Both majors were designed to meet the needs of non-traditional working adult students in the completion of their undergraduate degrees in an abbreviated seven-week evening format.

The Human Services student profile differs slightly from that of their Intensive

Business Degree cohorts. Most of the 100 or more Human Services students are female and they represent a variety of cultural and ethnic backgrounds. Over half of the students work in the non-profit sector in positions that are traditionally called the "helping professions." Students are employed in the health or medical field as well as in city or county government positions. Many students are working in public or private counseling or assistance programs providing support to individuals in need. Another large group of Human Services students are employed in private industry in managerial, human resources, clerical support or technical positions in the large companies in the surrounding Bay Area or in the near-by industrialized Silicon Valley.

A combination of educational methods must be utilized to address the goal of educating these working students who are first-line service providers. The Human Services major was implemented in 1989 after the curriculum was revised and approved by both local Human Services employers in a market survey and the College Curriculum Committee. The degree plan consisted of a 30 unit, 10 course major; core courses concentrated on strengthening student skills in critical and analytic thinking through the completion of such courses as Professional Writing, Ethics, Social Research, and Financial Management. The emphasis courses could be selected by the student depending on their career interest in either the Counseling or Administration areas. The students met the same traditional liberal arts general education requirements as the undergraduate day or transfer student.

Workshop Development. In 1993, a focus group of Human Services Alumni met with the Program Director to give their feedback to the latest Graduate Human Services Student Survey. They concluded that the 30 unit degree plan more than adequately met their cognitive and career-related needs, but it did not meet some of their affective needs. The students expressed a desire to have had a forum at the beginning and at the completion of their degree program to discuss two critical areas. The first was how to be a peak learner. After so many years of working and perhaps being away from the academic environment, many students knew that they were different learners than when they had begun their undergraduate studies. They felt it was important to understand their own academic strengths and liabilities. Many students knew that they would go on to graduate programs so it became even more important to them to understand their attitudes and preferences toward the learning environment.

The second area that seemed important to students involved the realm of self-esteem

and self-knowledge. The Alumni group wanted to have had the opportunity to discuss how they would be changing through the degree process and the ability to measure that change. They reported that they went through significant intellectual, personal and emotional transformations as a result of their time at CND in the Human Services Degree Program.

The timing was perfect and a program change seemed imminent. At the time of this brainstorming, the College continued to require these adult students (however reluctantly) to complete a unit of traditional career development training. Also, the original assessment instrument developed in 1990 did not adequately capture this idea of student transformation. It was developed as a 7-point Likert Scale self-assessment survey that measured perceived knowledge of core and emphasis or concentration courses. It was given to Human Services students when they entered the degree program and in their final senior seminar course experience. The survey results confirmed that students perceived that they learned to a greater or lesser degree in varying core and emphasis courses but it did not describe or highlight the larger picture of learning and emotional development.

The idea of using two Saturday class workshops to fulfill the goal of documenting learning outcome assessment, identifying the students' personal self-assessment, and meeting the Career Development requirement seemed a natural remedy to all of the problem scenarios discussed above. The two half-unit course workshops were approved and added to the Human Services Degree Program making the major 31 units in total. The one-unit Transformative Learning and Professional Development requirement is described as the combination of two half-unit workshops with a prerequisite half-unit to be taken in the beginning of the degree plan. This workshop is called **HS101A - Transformative Learning** and the course objectives include identifying learning styles, preferences, and academic comfort areas. Students review information relating to how to become what Ronald Gross describes as a peak learner or someone who has learned how to learn in the fullest sense of the word.[6]

This workshop experience is similar to the MG190A course offering in the Intensive Business Degree Program. Students are presented with written materials and role models that spell out techniques for achieving academic success. Each student is given a self-esteem inventory to provide a benchmark for later assessment. This is also an opportunity to begin to identify special student needs in the area of learning differences. This course begins to prepare the new learner to meet and experience personal change and transitions in their lives. Learning can be transformative and students welcome the chance

to read William Bridges' work about managing personal change and effectively moving through life events and personal transitions.[7] The curriculum instruction dilemma in this workshop is not in finding enough material about adult student learning and success, but in limiting the curriculum to a strictly need-to-know basis.

Fortunately the Human Services course curriculum objectives endorse the concepts of adult learning theories and student self-assessment. The introductory Human Services course continues to promote adult student values and attitudes clarification. Core courses such as the Communication Skills course requires preference and interest testing. Students are asked in the Transformative Learning workshop to begin to keep samples of their work from each class so that it can be compiled and reviewed in the Senior Seminar course.

The final half-unit workshop is taken during the semester that the student takes the Senior Seminar or capstone experience. This course entitled **HS101B Professional Development** is the workshop that combines the academic and career goal identification. The students complete a second self-esteem inventory and document their perceived personal and academic growth in time lines and goals charts. They discuss continuing career obstacles and opportunities with the instructor who is also the Executive Director for a non-profit agency called the Community Career and Education Center. Resumes are reviewed and networking ideas are discussed. Students are encourage to collaboratively problem-solve and vision for each other.

The Longitudinal Study Component. The concept of portfolio compilation is not new in non-traditional degree program learning assessment. This exercise is done to document the more objective component of learning outcomes. Students' writing samples change markedly and audio and video taped samples of performance highlight changes in the students' comfort level in presenting their own ideas in an organized and professional fashion. The use of a pre and post self-esteem inventory has just been implemented to further measure any change in the affective zone of the adult students' perception of growth. Data gathered in this effort will provide some interesting information for the Program Directors and Intensive faculty.

Finally, results from a recently administered Employer Survey may lend some important outside documentation of student academic progress and personal development. The goal of the Transformative Learning and Professional Development workshops is to prepare the adult learner to successfully manage their own education and to continue to become an effective lifelong learner. To better measure performance in these competencies,

a select group of employers of Human Services graduates have been given a survey that asks them to note any outward changes in their employees' behavior and achievements. The results from this study and workshop materials will be reviewed during the Alliance workshop in the hope that we may provide our colleagues with some interesting and helpful ideas given us by the learners who are often our teachers.

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Eliminating Racism and Teaching Tolerance in Our Adult Education Classes

Angela Clark-Louque and Carol Ann Franklin

As we assess applicants who will be part of the large cadre of adjunct faculty for Whitehead College at the University of Redlands, we involve them in a leaderless group discussion of topics through vignettes that go beyond the content of the courses. The following might become the grist for this faculty assessment discussion.

If student made an anti-gay comment in class, how would you react? What action, if any, would you take? Many adjunct faculty candidates (in this leaderless discussion) become silent in the group. Often a female adjunct faculty candidate comes forward and suggests that she would openly indicate that these types of comments are not welcome in her class. Racist, sexist, and sizist comments do not belong in the discourse or in informal class interaction. Frequently, faculty candidates indicate that they do not feel comfortable addressing such topics in their courses, since the course content has little if anything to do with these topics. They should handle it if they were teaching a course on sociology or race and ethnic studies, but not in courses like finance or information sciences.

As we attempt to address the educational role of adult learning experiences we lead, we must wrestle with the our value and belief systems. The authors believe that we have a moral responsibility to move curriculum transformation into every aspect of the teaching and learning experience. We must embrace issues of diversity. To step back is to compartmentalize these expressions of racism and sexism as problematic and deal with

them in an "additive" manner. If we do not address or ignore them we have subtracted from the curriculum. James Banks (1994) suggests that all curriculum can be transformed and ultimately we can move curricular integration into social action. Is not our objective to have active and involved learners who are socially responsible and contributing to a more tolerant world[1]?

The authors would challenge the conference participants to engage the questions of racism and other evidences of intolerance that exit in student and colleague interactions. It is this part of the unintentional curriculum that often determines the climate of our learning environments. The authors will pose as part of the presentation, a way to begin or continue the dialogue on these issues through a series of short case studies (or vignettes) relating to classroom and colleague interactions. One of the most important elements for successful learning for any aged student is engaging a faculty who will create a classroom climate, free of discounting and degrading comments.

The following cases are a sample of the ones that we will use in the conference presentation. We will conclude our presentation by sharing strategies that may transform the way we interact within our classes, raise issues concerning the place of teaching tolerance in our curriculum, and share resources for future use..

Case #1 The Way We Look

She decided to go to the meeting where they were serving Danish, muffins, and coffee. It was so early in the morning. She had forgotten the meeting's agenda. The faculty met twice a month and most of the same people showed-up. Oh well, I'll just go in, get an agenda and a muffin until the meeting starts, she thought.

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[1] The recent discussion of the meaning of tolerance at the recent (1996) Republican Party

People started to trickle in saying "Good morning," smiling, reaching for coffee and agendas. A colleague sat by Gena. Good morning, she smiled as she sat with her papers and coffee. "How ya doing?"

"Oh, I'm doing fine," Gena said.

The meeting proceeded as scheduled. The last report was read, the last item acted upon, and at last the meeting was adjourned.

She turned to Gena and said, "You know, I like your hair better the other way."

"Oh?" replied Gena, as she gathered her papers to leave the room.

"Oh yeah, you just don't look respectable enough when you wear your hair like this."

Startled, Gena replied, "Excuse me, what do you mean?"

Well, you just don't look respectable enough to be here, to be a faculty member, when you wear your hair like that...in braids.

"What do you mean by 'respectable'?" asked Gena. "But I always have my hair neat, and clean," Gena managed to bumble out of her mouth.

"Well that's not what I meant...I like it this way, but you just look like you belong when it's worn the other way."

"Oh," said Gena, "you mean the Anglo way..when it's pressed."

Where could this conversation go, is there really any response?

Convention in San Diego raises a question of perspectives (authors).

Case #2 Common Language

As I completed the opening activity for my graduate course in leadership, I was impressed by the simultaneous signing skills of three class members. As we found out from their self-introductions, they were all staff members of California School for the Deaf in a nearby community. Out of habit they signed as spoke in class. None of three were deaf, but had work in deaf education for several years. As the class began, I wished I was as skilled. My limited signing experiencing was very elementary. No other class members indicated that they could sign. We normally sat in a large block facing each other around tables. As we begin to engage in activities and discussion, I was periodically distracted by the three signing to each other across the room. As the evening wore on, their conversations increased. I tried not to notice but it was very distracting. I felt as if there was a "silent" editorial comment about everything that the class discussed. The next morning when I arrived in my office, I had three voice mail messages. One from the class representative from last night and two from other students who had been in my diversity class from this summer. They were basically the same. Several students in the class felt very concerned about the three other students signing comments to each other during the class. Some indicated how exclusive the activity seemed to those in the class. The class rep was unsure what should be done, but she too had gotten comments about the behavior.

I knew this was not a something I could just ignore, I would need to do something but what?

Case #3 The Painful Truth

This was my first big meeting. I finally would get to be involved in the tri-annual assessment of incoming pre-service teachers. I went to meet my first interviewee. My first interviewee was 22 year old and wanted to be an elementary teacher. She had taught Sunday School at church, volunteered in summer camps and assisted in a near-by elementary classroom.

It was so refreshing to hear enthusiasm, motivation, and a strong desire to teach children. I'm going to love working with this student, watching her grow and develop into a strong teacher. After her interview, I asked myself the ultimate question, "Would I want her to teach my children." The answer (to myself) was yes.

My second interviewee was older, had teen-age children, and had lived in the area all of her life. She had been around children while her children were growing up and had put her teaching career on hold until her own children were older.

I asked her about any prior teaching experience, why she wanted to teach, and went down the list of questions. I then asked the question about teaching in an ethnically diverse classroom setting and how she would....

She replied honestly that she did not want to teach any Black or Mexican children because they might shoot her. She had often imagined herself being in front of an elementary class full of Black and Mexican children, and as she would write on the chalkboard, one would shoot her in the back. With this reoccurring thought, she wanted nothing to do with them. She only wanted to teach White children.

I swallowed slowly and asked her "why do you feel this way? Why do you feel that only Blacks or Mexicans would or could shoot you?"

She replied that she had not personally been around them, but that the information she received about them was from the news on television and the newspapers.

She wanted to be a teacher in Southern California!

I was more than hurt. The elegant words would not flow. The analytical assessment techniques and training were failing me. I was not prepared for this kind of honesty. I have two bright, pre-school aged children and she would not want to teach them because they were Black.

I asked the inevitable question, "Would I want her to teach my children?"

Was there a possibility that our teacher education program could change her attitudes and perceptions or should she be assessed out?

Case #4 Student Expectations

I had shared an earlier conversation with a new student in my course, Lucia, about our common heritage. Her family had lived in Calexico, too. Now, she was county agent but had decided to come back to school to complete a business degree. My mother and father had come across the border just before the first of us had been born to work in agriculture. Her parents, too had immigrated when they were young adults. We laughed as we shared common family memories.

The class was convening and my opening activity usually tried to help students bridge what they were bringing to the class with what we would try to accomplish in the course. I ask each student to tell their learning story. How they got to the be the learner

they were today and how this would influence what they would bring to class? As we made our introductions, it was not uncommon for questions to be asked for clarification and comments made on interesting stories. As I finished my story, one student commented "on how good my English was."

I was startled. This had not happened to me since I had been at the University teaching. Lucia looked to me for wisdom and with empathy. All I had was contempt for the stereotypic ignorance of the commentator.

I knew I had to quickly regain my composure. Where could I take this conversation?

Case #5 Looking for the Teacher of Love

The class was having a wonderful time getting together their instructional strategies' presentations.

A woman raised her hand and said she had a question that did not really have anything to do with the subject matter, but she really wanted to ask.

"Didn't you say you were from the South, professor Hayes?"

"Why, yes originally I am."

"Well I was just wondering if your mother ever kept any kids while you were growing up?"

"Not that I can recall," replied the instructor.

"I'm asking because I used to have this lady keep me and my little brother and she was African-American and she was from the South. I was just wondering if your mother could be the woman that kept me...I'm looking for my Mammy."

The class snickered as they waited on their professor's response.

After class, Naomi went to the professor's office to talk about her lifelong search. She started crying. She said she has been looking for her Mammy for years and she was now 47 years old. Surely, I must know some African-American women who kept two little White children in the 1950's. She began sobbing uncontrollably. She just wants to find the woman who had taught her how to love. Could I help this student?

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GENDER-BASED LEARNING CHARACTERISTICS OF ADULT BUSINESS STUDENTS AT A LIBERAL ARTS COLLEGE

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In 1960, female students accounted for less than 35 percent of U.S. college enrollment. By 1993, that figure was over 54 percent (Linden, 1995; The Chronicle of Higher Education, 1995). Equally dramatic growth has been seen in the field of business administration: today nearly half of all business students are females. What is more, while an estimated 30 percent of all female business students are over 25 years of age, 70 percent of all part-time female business student are over 25 (estimated from The Chronicle of Higher Education, 1995.) With these figures, today's educators--particularly the adult educator--have to be alert to any gender-based learning differences (Williams, 1991). To better identify and understand these differences, this paper describes a study comparing the learning characteristics of male and female adult business students.

LITERATURE REVIEW

Gender-based learning differences

Gender-based learning differences are most pronounced in the areas of motivation and quantitative skills. In terms of motivation, research indicates that there is no significant differences in extrinsic motivation between male and female business students (Fraser, Lytle, & Stolle, 1978; Tyson, 1989). However, Tyson found differences

between the sexes in intrinsic motivation. Females scored significantly higher on "work needs" (the desire to perform a task well), slightly lower on "mastery needs" (the desire for new and challenging tasks), and significantly lower on "interpersonal competitiveness" (the desire to outperform others). Research indicates that academic performance is positively correlated with high work and mastery needs and negatively correlated with high interpersonal competitiveness (Williams, 1991). Since several studies have shown that females perform better in the business classroom than males (Mutchler, Turner, & Williams, 1987; Bayes & Nash, 1989), Tyson (1989) concluded that females outperform their male counterparts because of these intrinsic motivation differences.

While these studies did not differentiate between "adult learners" (generally reported as 25 years and over [Bishop-Clark & Lynch, 1992; Hite, Bellizzi, & Busch, 1987]) and "traditional" students (under 25), research does indicate that adult female business students are significantly more motivated than their traditional female counterparts (Sizoo, Bearson, & Malhotra, 1996).

Research further shows that males demonstrate higher quantitative skills both in the business classroom (Tyson, 1989). Further, Hite, et al (1987) report that both male and female adult learners have initially inferior math skills compared to traditional students. These weaker quantitative skills typically result in higher levels of student anxiety (Bogue, 1993). Motivation and anxiety are both issues that profoundly affect learning, but they can be addressed through improved learning and study strategies (Bogue, 1993).

Learning strategies

Learning strategies are behaviors intended to influence how the learner processes information (Mayer, 1988). More specifically, they are "any behaviors or thoughts that facilitate encoding in such a way that knowledge integration and retrieval are enhanced" (Weinstein, 1988, p. 291).

The expanded interested in learning strategies is a result of the large and growing number of academically underprepared or disadvantaged students entering the college classroom (Weinstein, 1988). To deal with this development, many postsecondary institutions have created programs that help incoming students learn-how-to-learn (Malhotra, Sizoo, & Bearson, 1996; Noel & Levitz, 1982). Studies indicate that the more the student understands about how they learn, the more likely they will become independent, responsible, self-confident learners (Sims & Ehrhardt, 1978; Myers, 1992).

Much of the work done in the area of learning strategies has focused on the adult learner (Weinstein, 1988). This is clearly appropriate since research suggests that returning to the classroom is a difficult experience for many adults: They feel intimidated by the college environment (Day, 1980; Hughes, 1983; McIntyre, 1981) and their skills have often become "rusty" (Hite, et al, 1987, p. 13).

METHODOLOGY

The Learning and Study Strategies Inventory--LASSI (Weinstein, Palmer & Schulte, 1987) was administered to American business students at a liberal arts undergraduate college. The survey, which was conducted by three male business professors, resulted in 196 useable inventories:

Category	Male	Female	Total
25 & over	54	55	109
Under 25	45	42	87
Total	99	97	196

The LASSI consists of 10 subscales measuring Attitude, Motivation, Time Management, Anxiety, Concentration, Information Processing, Selecting Main Ideas, use of Study Aids, Self Testing, and Test Strategies (Weinstein, 1987).

RESULTS

An analysis of variance (ANOVA) for each of the subscales indicate that the learning differences between traditional males and females were far more pronounced than with adult male and females (Appendix 1). Adult learners differed significantly ($p < .05$) on only one subscale: Motivation. While traditional students showed significantly different results on Attitude, Motivation, Time Management, Concentration, and use of Study Aids. The significantly higher Motivation scores support the research reported earlier. However, there was no evidence of a gender-based difference in Anxiety--math anxiety or any other kind--for either traditional or adult students. This tends to contradict research reported above.

DISCUSSION

Weinstein (1987) recommends that students consider improving their weaker learning and study skills in order to optimize their academic performance. According to the results of this study, the adult male and female learners experienced their lowest scores in terms of Anxiety, and use of Study Aids.

Bogue (1993) assessed the LASSI subscales and suggested ways in which a professor and student can work together to strengthen a particular learning characteristic. Although many of Bogue's recommendations may seem basic, education literature indicates that remedial learning activities should start with tasks which are readily achievable by the student (Brookfield, 1989).

Looking just at the Anxiety subscale: When high levels of anxiety are reduced, the student's desire to learn and ability to acquire knowledge increases. Indeed, successful efforts to reduce anxiety can lead to dramatic improvements in academic success (Bogue, 1993). To reduce anxiety, students should:

- regain control. This is because anxiety is associated with a lack of control. The student can work with their professor or learning advisor to determine ways to gain control over their academic responsibilities. This lack of control may not be generalized to all courses--quantitative courses may be a particular cause of anxiety for students (Hackworth, 1992). Specifically, focusing on the skills of test taking may help the student regain control.
- overstudy. This can involve doing assignments early, reading all recommended materials, studying with friends, sitting in the front of the class, arranging frequent conferences with the professor, and visiting the campus learning center.
- address the physical symptoms of anxiety. Books, such as Benson's Relaxation Response (1975), suggest ways of dealing with these physical symptoms.

In addition, there are physical and self-assessment exercises students can perform to get control of their anxiety.

CONCLUSION

Adult learners account for nearly half of all full and part-time college students (Chronicle of Higher education 1995) and they have learning strengths and weaknesses which are different from those of their traditional counterparts. On top of that, this research shows that among college business students, adult females have some learning characteristics which differ from adult males. Specifically, adult females come to the business classroom significantly more motivated than do adult males students. However, both groups experience levels of anxiety which inhibit their academic success. Nevertheless, there are things the student and professor can do to strengthen learning skills. With information like this, the college business educator will be in a stronger position help the growing number of adult learners have a productive and successful learning experience.

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Appendix 1. Differences between male and females LASSI scores (*$p < .05$)

LASSI Subscale		25 years and over Male	Female	Sig. F	LASSI Subscale		Under 25 Male	Female	Sig. F
Attitude	Mean	72.2	78.4	.2062	Attitude	Mean	47.3	63.8	.0060*
	Std. Dev.	24.8	25.9			Std. Dev.	29.5	24.7	
Motivation	Mean	64.8	75.4	.0413*	Motivation	Mean	39.2	55.9	.0036*
	Std. Dev.	29.1	24.5			Std. Dev.	27.6	24.3	
Time Management	Mean	64.7	68.3	.4825	Time Management	Mean	43.1	67.1	.0001*
	Std. Dev.	27.4	25.6			Std. Dev.	25.1	28.6	
Anxiety	Mean	64.0	59.3	.3544	Anxiety	Mean	52.5	55.0	.6612
	Std. Dev.	28.0	23.9			Std. Dev.	29.4	22.7	
Concentration	Mean	70.8	75.5	.2864	Concentration	Mean	52.2	71.2	.0015*
	Std. Dev.	24.8	21.3			Std. Dev.	26.3	27.8	
Information Processing	Mean	74.6	68.8	.1791	Information Processing	Mean	55.4	57.9	.6815
	Std. Dev.	21.8	23.4			Std. Dev.	29.6	25.1	
Selecting Main Ideas	Mean	75.4	73.7	.6912	Selecting Main Ideas	Mean	60.4	72.3	.0505
	Std. Dev.	24.8	20.0			Std. Dev.	29.5	26.4	
Study Aids	Mean	56.1	55.0	.8365	Study Aids	Mean	46.2	67.1	.0003*
	Std. Dev.	28.3	27.8			Std. Dev.	28.0	23.6	
Self Testing	Mean	68.2	61.2	.1788	Self Testing	Mean	50.7	58.4	.2080
	Std. Dev.	25.3	28.3			Std. Dev.	29.3	27.4	
Test Strategies	Mean	70.1	69.8	.9430	Test Strategies	Mean	50.6	60.3	.1335
	Std. Dev.	29.1	24.0			Std. Dev.	33.0	25.9	

WHAT IS ADULT HIGHER EDUCATION DOING TO THE POLITICAL ENVIRONMENT?

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(Copyright, 1996)

NOTE: The annual program session (Friday, October 4, 1996, from 9:00 to 10:15 a.m.) to which this paper relates is an interactive experience, a deliberative forum on choices for teaching civic responsibility. The content of that deliberative forum is mentioned briefly in this paper in the section entitled "Making A Choice: Deliberative Pedagogy." The time available for that program session will permit only an introduction to the process of deliberative democracy. This paper provides context for that rather sharply defined experience.

Signs of the Times

Fifteen years or so ago a conference theme on Adult Higher Education and the Political Environment would have had a more positive ring to it. The times now are different. Such a theme title has a more defensive connotation. Federal programs supporting higher education are under attack. State programs are more often shaped by legislative interest in reducing the time and expense of a college education, seen primarily for its value in enhancing economic competitiveness.[1]

The public still sees a college degree as a key to greater personal success, but public dissatisfaction with academe as a professional entity is rising. This withdrawal of authority from the profession of higher education parallels similar withdrawals of support from other professional groups.[2] Among them, and at the heart of the political environment, are politicians themselves and the media professionals that report their activities.[3]

In recent years, citizen anger with formal processes of the political environment has increased--to the point of great suspicion of government's role in public affairs.[4] That suspicion has in many cases turned to retreat from political responsibilities. Developing

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[1]See, for example, Chester E. Finn, Jr. and Bruno V. Manno, "Behind the Curtain," *Wilson Quarterly* (Winter, 1996), 44-53; James Harvey and Associates, *First Impressions and Second Thoughts* (Washington, D.C., 1994), and James Harvey and John Immerwahr, *The Fragile Coalition: Public Support for Higher Education in the 1990s* and *Goodwill and Growing Worry: Public Perceptions of Higher Education* (Washington, D.C. 1995); John Immerwahr and Steve Farkas, *Closing the Gateway* (New York, 1993); John Immerwahr and Jill Boese, *Preserving the Education Legacy: A Conversation with California Leaders* (New York, 1995); Institute for Research on Higher Education, "To Dance with Change," *Policy Perspectives* (Philadelphia, 1994); and Alan Wolfe, "The Feudal Culture of the Postmodern University," *Wilson Quarterly* (Winter, 1996) 54-66.

[2]For a sample of literature on this point, see *Kettering Review* (Winter, 1994), particularly Donald Schon, "The Crisis of Confidence in Professional Knowledge" from *The Reflective Practitioner: How Professionals Think in Action* (New York, 1983). In regard to implications for higher education, see David Mathews, "The Public's Disenchantment with Professionalism: Reasons for Rethinking Academe's Service to the Country," *Journal of Public Service & Outreach* (Spring, 1996) 21-28,

[3]For example, E. J. Dionne, *Why Americans Hate Politics* (New York, 1991); Alan Ehrenhalt, *The United States of Ambition: Politicians, Power, and the Pursuit of Office* (New York, 1991); William Greidner, *The Betrayal of American Democracy* (New York, 1992), and David D. Chrislip, "The Failure of Traditional Politics," *National Civic Review* (Summer, 1993).

[4]The Harwood Group, *Citizens and Politics: A View from Main Street America* (Dayton, Ohio, 1991). For a scholarly assessment of the intellectual context of public discontent, see Michael J. Sandle, *Democracy's Discontent: American in Search of a Public Philosophy* (Cambridge, Massachusetts, 1996).

an engaged citizenry in public matters is a contemporary challenge with deep implications for posterity. This challenge faces higher education, as well as other institutions of society. Hence, the title of this paper.

Context of the Challenge

Too often, dominant modes of encouraging citizen engagement in politics treat citizens not as citizens but as consumers. Encouragement goes to "taking a stand," "letting your voice be heard," and "voting your position." These activities have value, but the danger is that the deeper functions of citizenship become confined to the act of voting, a final point in a given political sequence, not a beginning. Under this mentality the vote becomes a unit of exchange, like a dollar, for expressing preferences and purchasing services. Under this "business-as-usual" approach, citizens begin to see themselves as consumers rather than as owners of government. They become passive. Critics call them apathetic. When spurred to action under this "business-as-usual approach, citizens too often conceive of politics simply as influencing government to achieve partisan ends. The result is often adversarial gridlock, or at best, constantly shifting policies as first one group, then another, achieves a transient fifty-one per cent majority. Frustration with these results leads to even greater citizen anger with politics. These phenomena are exacerbated by the tendency of identity politics to overshadow common work to be done.[5]

But to be effective, citizens cannot withdraw from politics nor can they simply vent their anger. Citizens must work beyond anger with the political environment to mature realization of their responsibilities. For democracy to survive, citizens must realize that they have responsibilities that cannot be delegated: to establish the legitimacy of government, to establish direction for its policies, to create and sustain political will, and to evaluate the work of government and other social institutions.[6]

The public office of citizen has a high calling. In order for politics (defined as the responsibility of the *polis*, not just government) to work, citizens must be actors. To act together, citizens must make choices. To make choices, citizens must engage in deliberative dialogue across diversity, not just within their own interests. To use dialogue effectively, citizens must make public judgments and create a coherent public voice. That public voice creates common ground for complementary action. And citizens must constantly monitor their effectiveness in making choices and implementing them.[7]

Questions for Higher Education and the Challenge of Civic Effectiveness

How is higher education dealing with these matters? What assistance to political effectiveness of the citizenry is higher education providing the nation? Is civic effectiveness a purpose in curriculum and course design? What is the climate of the educational enterprise, both in terms of content and process? Does the content of general education requirements contribute to civic effectiveness? Does the process of instruction emphasize developing and enhancing student willingness and capacity to make choices? Or, is the dominating assumption in most institutions of higher education that students are expected to master particular content so that they can enter the ranks of the professionals who provide answers to others: the consumers of their expertise? Or is the question more complex than a process versus content argument?

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[5]A classic statement of the basic assumptions of business-as-usual politics is Harold Lasswell, *Politics: Who Gets What, When, How* (New York, 1958).

[6]See David Mathews, *Politics for People: Finding A Responsible Public Voice* (Urbana and Chicago, 1994).

[7]*Ibid.*

More particularly, how is adult education doing in preparing its students to fulfill these responsibilities? What role should non-traditional adult degree programs play in forming the now neglected, but historically primary, third purpose of higher education: the cultivation of civic virtue and effectiveness? That civic purpose of creating citizens pales in our time compared to emphases on the purposes of (1) fostering economic competitiveness and (2) fostering personal autonomy. What has been the result of emphases on these latter two purposes in adult higher education upon the political environment?[8]

These are urgent questions for higher education. Politicians and legislatures are increasingly seeing higher education as costing too much for too little pay off. Again, the mentality is one of consumerism.[9]

The answers to these questions lie in understanding how the public learns the public's business. A simple definition of "the public" is citizens living together.[10]

Making a Choice

The quintessential political act in an effective democracy is making an intelligent choice. Just as citizens--individually and collectively--must make choices about life together as a public, each program of higher education--traditional or nontraditional--must make a choice about the purpose and direction of its degree requirements, curriculum design, and individual course offerings. Making a choice not only implies but demands taking responsibility for the consequences of that choice. We learn to make better choices by making choices, experiencing their consequences, learning from them, and applying that learning to new choices. In a democracy, those choices are not only individual, they are collective. Unless one continues an assumption rooted in an always open frontier that collective good results from the sum of individual choices, a primary challenge for developing effective democracy is learning how to make choices that affect everyone

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[8]For a sampling of discussion of curriculum issues involved in the interplay of these three purposes for higher education, see Bernard Murchland, *Higher Education and the Practice of Democratic Politics: A Political Education Reader* (Dayton, Ohio, 1991), especially "Introduction" and "Part 3: The Role of the University." A suitable, brief modern term for education relating to civic responsibility is difficult. "Civic virtue," the classic term, perhaps sounds too romantic to the modern ear. "Civic effectiveness" has a more contemporary ring but is perhaps subject to misinterpretation as mere civics and patriotism. A journal that keeps a steady focus on these matters is *The Civic Arts Review*, published at Ohio Wesleyan University.

[9]See, as but one recent example of national consumer-oriented focus, "$1,000 a Week: The Scary Cost of College," *Newsweek* (April 29, 1996). The National Collegiate Honors Council is launching a national effort to develop deliberation on the matter of higher education's relationship with the public. This effort includes research on the issue and framing of an issue book. For further information, contact project director, William R. Gwin, The University Honors Program, Auburn University, Alabama 36849-5360. An interesting facet of this research has been the realization that a major study of problems in higher education, Association of Governing Boards of Universities and Colleges, *Ten Public Policy Issues for Higher Education in 1996* (Washington, D.C., 1995), mentions only one concern external to institutions of higher education, symptomatic of the inward focus of academe, one of its problems in relating to the public. On the other hand, for a very recent example of movement in the direction of higher education engaging civic effectiveness, see Michael Marriot, "Taking Education Beyond the Classroom," *Education Life* section of the *New York Times* (August 4, 1996), 22-23, 24, 38-41.

[10]The concept of and misconceptions surrounding the term "public" merit an extended discussion related to but beyond the scope of this paper. For a sampling of thought on the matter, see *Kettering Review* (Fall, 1988).

with others, not **to** others nor **over** others. This learning together from our choices is how the public learns the public's business.[11]

How do people learn to make choices together? Not surprisingly, we have some choices for our answer. An examination of various approaches to learning democracy reveals four fundamental directions for educational policy. These choices are not necessarily either-or choices. They may be combined in various ways. But examination of the pros, cons, and tradeoffs of each choice better reveals the ways in which they might be most effectively combined to serve the purposes of a given institution of higher education. These four basic choices for developing civic effectiveness are: (1) service learning, (2) deliberative skills, (3) a democratic campus involving students and faculty fully in governance, or (4) a classical curriculum.[12]

Deliberative Pedagogy

Experienced administrators and teachers of adult higher education programs quickly see in the first paragraph of the preceding section the elements of a familiar cycle of learning: experience, reflection, conceptualization, and application or experimentation.[13]. We learn the responsibilities of citizenship experientially.

In this sense, deliberation is the way in which citizens collectively reflect on their varied grasps of reality. Individual grasp of reality is derived from personal experiences and from ideas about those experiences derived from personal reflection and from the observations of others (from the ancients through history to contemporaries) about the meaning of similar experiences over time. In making collective decisions, these individual grasps of reality must be brought into juxtaposition with one another.

Thus, when we examine the four basic choices for higher education in developing civic effectiveness, we are deliberating the strengths and weaknesses of emphasizing any one particular phase of a learning cycle. The next two paragraphs are a somewhat oversimplified-but-useful-for-thinking formulation.

Service learning is immersion in concrete experience. A classical curriculum is immersion in conceptualizations about experience. Arguments between these two approaches are arguments about preferred way of grasping reality. Since reality is grasped in both ways, arguments between the two approaches are often simplistic. The question to be answered is not which is best but how are they best integrated.

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[11]See Mathews, *Politics for People*; Noelle McAfee, Robert H. McKenzie, and David Mathews, *Hard Choices: An Introduction to the National Issues Forums* (Dayton, Ohio, n.d.); and Robert H. McKenzie, *Public Politics* (Dubuque, Iowa, 1994).

[12]These choices are discussed in *Politics for the Twenty-first Century: What Should Be Done on Campus?* (Dayton, Ohio, 1992). For additional discussion, see suggestions "For Further Reading" in that publication. See, also, Bruce A. Kimball, *Orators and Philosophers: A History of the Idea of Liberal Education* (New York, 1986).

[13]David A. Kolb, *Experiential Learning: Experiences as the Source of Learning and Development* (Englewood Cliffs, New Jersey, 1984). Kolb's schema postulates a vertical axis of alternative means of grasping reality: by experience (at the top) and from abstract conceptualizations (at the bottom). This axis is bisected by a horizontal line depicted alternative means of transforming grasp of reality to personal use: by reflective observation (on the right) and by active experimentation (on the left). A connection of the four points presents a circle moving from experience to reflection to conceptualization to experimentation and thus to new experience to repeat the cycle. For a brief connection of this cycle to the civic skill of learning to make choices, see Chapter Two of McKenzie, *Public Politics*.

Similarly, democratizing a campus is immersion in experimentation, bringing experience (the essence of service learning) into constant juxtaposition with the most useful ideas (the essence of a classical curriculum) through intensive application. It is a means of transforming grasp of reality to personal and collective use.

And teaching deliberative skills is immersion in the reflective process that weighs reality and judges the effect of applications of past judgment about the meaning of that reality. The element of judgment converts deliberation from mere speculation about meaning. Deliberation aims at application. The word literally means to weigh. Deliberation compares multiple experiences and ideas about experiences (together the record of past experimentation); weighs their advantages, disadvantages, and tradeoffs; and forms a judgment about an idea for future applications and how to implement them.

Deliberation is that phase of the learning cycle that makes the other phases work effectively. It applies judgment to imagination and in the process creates the political will or courage to undertake change.[14] Therefore, developing deliberative skills is a key pedagogical question. One approach to understanding the dynamics of a deliberative pedagogy is provided by Charles Anderson. Anderson's sequential analysis abstracts the chaos of reality as stage theories do (including the idea of a learning cycle). Still, his analysis provides an initial framework for understanding deliberative dynamics. For Anderson, appraisal of and decision among competing claims and cases is the basic task of citizenship.[15]

Anderson asserts that the ability to make sound political judgments requires effective deliberation. Deliberation encompasses four types of reasoning. First, the case for a prevailing practice must be heard. The rationale for a current application of ideas must be fully appreciated before change is attempted. Anderson calls this type of reasoning Reasons of Trusteeship. Second, Critical Reason involves pointing out the values or principles that current policy is violating. In other words, this type of reasoning uncovers the disparity between theory and practice. Third, Entrepreneurial Reason proposes new undertakings, better ways of doing things. Thus far, Anderson's analysis is not foreign to "business-as-usual" politics and its traditional reform movements. The next steps in this approach would be to forge the compromises that enable the forming of necessary majorities permitting a new custom or policy.[16] This approach is often the battle ground of identity politics and the politics of victimization.

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[14]Often neglecting in thinking about the way in which deliberation bears on the formation and execution of policy is the concept of political time. Governmental politics tends to convey the impression that political time is measured in units of one, two, or four years (election intervals). In truth, political process (of which government is only a part) takes place over longer, much less determinate periods of time. For a discussion of the pathology of political issues, see Daniel Yankelovich, *Coming to Public Judgment: Making Democracy Work in a Complex World* (Syracuse, 1991). See also his earlier book, *New Rules: Searching for Self-fulfillment in a World Turned Upside Down* (New York, 1982). For an argument that a public voice does guide governmental policy over extended periods of time, see Benjamin I. Page and Robert Y. Shapiro, *The Rational Public: Fifty Years of Trends in Americans' Policy Preferences* (Chicago, 1992).

[15]Charles Anderson, *Pragmatic Liberalism* (Chicago, 1990) and *Prescribing the Life of the Mind* (Madison, Wisconsin, 1993). The centrality of choice in the formation of virtue goes back, of course, to Aristotle's *Nicomachean Ethics*. Anderson's schema discussed in the next few paragraphs approaches critical thinking in a broader context than is usually found in discussions on the subject. Too often, critical thinking is approached solely as an individual skill without attention to how groups think together critically.

[16]*Ibid.* Anderson actually speaks only of policy. I have added "custom" to reinforce the point that politics concerns more than governmental policy. Politics includes the total character of community.

But Anderson adds a fourth type of reasoning, which he calls Meliorative Reasoning. This mode of reasoning goes beyond the incremental or tradeoff approach and seeks to accommodate the concerns of "the silent, the awkward, and the oppressed as well as the vocal, the active, and the intense."[17] Anderson asserts that all four modes of reasoning are important as part of political deliberation. The overall objective of deliberation is for each participant to broaden her or his sense of all considerations that bear on custom and policy. By assimilating the point of others, citizens develop a mysterious capacity. People speculating in the presence of others may produce perspectives/positions that could not have been previously anticipated by any of the participants beforehand. This capacity makes reasoned deliberation different from any system of formal logic consciously insulated from other modes of thought.[18] Deliberation, therefore, is not only reasoned, it is creative.[19]

Anderson has also developed a scheme of levels of civic competence that represents a movement from a passive consumer orientation toward public life to active participatory engagement with public issues. Level One is the ability to understand how institutions work. Level Two involves the critical ability to understand the rationale behind prevailing practice. Level Three involves the skill to support reasons for believing a personal interpretation is the most adequate public orientation to a problem. Level Four moves one toward civic competence. It involves ability to interpret public issues from diverse points of view. (This level in Anderson's schema is where the deep work of deliberation begins.) Level Five involves the skill of adjudication, the ability to develop alternative competing cases and decide among them. This level involves the search for a principle or common basis for collaborative action. Level Six involves the ability to critique dispassionately the case for democratic practices as opposed to other possible forms of government.[20]

Anderson's analysis provides answers to *why* and *what-difference-does-it-make* questions. He provides a vision of new possibilities. He does not, however, provide much advice on *how* to deliberate, *how* to incorporate Meliorative Reasoning in thinking process that involves the other modes of reasoning: Trusteeship, Critical, and Entrepreneurial.

A marvelous resource for understanding how deliberation takes place is the fifteen-year experience of the National Issues Forums (NIF) program. Each year, NIF produces three issue books on matters of national importance. These issue books are available to any organization that wishes to use them. Some 6,000 or more organizations participated in NIF last year. The number of participating organizations is not as remarkable as their diversity: social and community organizations of all sorts, libraries, literacy programs, prisons, churches and synagogues, high schools and colleges, neighborhood associations

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[17]Anderson, *Pragmatic Liberalism*, pp. 174-75. The phrase in quotes is that of Daniel O'Connell, Associate Professor of Political Science and Law, Palm Beach Community College, West Palm Beach, Florida.

[18]Anderson, *Pragmatic Liberalism*, p. 176.

[19]Anderson, *Prescribing the Life of the Mind*, pp. 112-14. Anderson means, as do I, creative in a purposeful, political sense, not creative in the sense of purely imaginative, certainly not in the bizarre sense, which sometimes passes uncritically as creative. See Edward de Bono, *Serious Creativity: Using Lateral Thinking to Create New Ideas* (New York, 1992), xi-xiv, for a brief but useful discussion of various ideas about creativity.

[20]Anderson, *Pragmatic Liberalism*, pp. 197-99. Anderson's discussion of his sixth level is couched in terms of critiquing (i.e., fully understanding and articulating) the liberal democratic regime. I have not used that language in the text, since my focus is on how and why citizens deliberate, not an examination of the intellectual context in which deliberation is practiced. The latter, of course, is supremely important, but I am taking that context as a given.

and housing projects, etc. NIF also provides training in convening and moderating deliberative forums through some twenty public policy institutes (PPIs) around the country. The cumulative reflections of these annual forums are reviewed in an annual program, "A Public Voice," conducted each spring at the National Press Club. An annual video of this event is the most shown public affairs program on Public Broadcasting System affiliates.[21]

NIF is by no means the only program promoting deliberative experiences among citizens. NIF is unique, however, in an important research sense. One of its sponsoring organizations, the Kettering Foundation in Dayton, Ohio, an educational research foundation, has for fifteen years engaged in action research on deliberative democracy as it is occurring in NIF programs. That research has not yet been formally published. It is available in internal memos, thought pieces, and handbooks prepared by Kettering Foundation staff and its extensive network of associates in many different areas of theory and practice focused on understanding politics. The essence of those research findings follows.[22]

As stated earlier, deliberation is learned experientially. Deliberation is a natural act. People make decisions, personally and collectively, by deliberating--at various levels of effectiveness. But, people have difficulty transferring deliberative skills to arenas which are described to them as or which they perceive to be "politics." Hence, a key aspect of building deliberative skills as citizens involves reconcepualizing the meaning of the word "politics" to include all those ways, not just governmental, in which citizens make decisions together about their common life.[23]

Deliberation is different from debate and from mere polite conversation or effective group dynamics. Deliberation is not therapeutic (although therapeutic releases may occur). Deliberation is political. It involves making choices that have real applications and real consequences. Deliberation requires framing of an issue in public, not expert, terms. That framing always involves more than two choices, hence deliberation lies outside the dynamics of debate involving only two polarized positions.[24]

Deliberation rarely occurs in sustained, easily observable fashion. Moments of deliberation in a forum (formal or informal) are like deposits of oil dispersed as

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[21]The address of the National Issues Forums is 100 Commons Road, Dayton, Ohio 45459-2777. Since NIF is an informal network "owned" by those who participate in it, it does not keep closely measured statistics. The estimate of participating organizations is taken from purchasers of annual issue books. Issue books are prepared in cooperation with the Public Agenda Foundation, a nonpartisan educational research organization located at 6 East 39th Street, New York, New York 10016. Issue books are available from Kendall-Hunt Publishing Company, Dubuque, Iowa 52004-1840. Another organization actively promoting deliberation across the country is The Study Circle Resource Center, PO Box 203, Pomfret, Connecticut 06258.

[22]The author of this paper is an associate of the Kettering Foundation and has participated in the referenced action research for the past decade. One of my primary tasks is helping construct experiential exercises for workshops and other training events.

[23]In the workshops (PPIs) which train citizens to convene and moderate deliberative forums in their organizations and communities, several experiential exercises are used for this purpose. One is entitled "All of Politics." Another is "Community Checkup."

[24]Differences among deliberation, debate, and polite conversation merit extended analysis beyond the scope of this paper. The public leadership task of framing issues in public terms is "jump started" in NIF by previously framed issue books. Workshops on issue framing are growing in popularity. For an introduction, see *Framing Issues: Building A Structure for Public Discussions* (Dayton, Ohio, 1995), available from the Kettering Foundation, 200 Commons Road, Dayton, Ohio 45459-2777.

molecules in a rock formation, not existing in discernible pools. However, the capacity for sustained, effective deliberation can be increased by practice and concentration.

Concentration involves the willingness to explore the pros and cons and tradeoffs in all possible choices. Most especially, concentration involves identifying and focusing on the fundamental tensions that make an issue an issue. Working through these tensions together is the essence of deliberation. These tensions identify the fundamental unknowable in an issue (more later on this concept). That unknowable involves a risk among participants to pursue a course of action, the exact results of which are likely resistant to tangible measurement. Deliberation involves discovering what participants can live with amid their differences and their uncertainties.[25]

Reducing uncertainties in a true issue places a value on diversity. Recurring questions in effective deliberation are "who is not here?" and "how would they see this issue?" Deliberation is open ended. It engages the unknown. It seeks community. Deliberation focuses on solving common problems from which personal meaning and identity is derived, not establishing identity before engaging in problem solving. These two activities are invariably intertwined, but it is important which takes precedence. When establishing identity is a primary consideration, the speeches that often go with that activity too frequently separate participants in addressing a common problem and hinder its resolution. Individuals participating in deliberation do so as individual human beings meeting individual human beings, not as representatives of different groups.[26]

All these elements of deliberation are made easier to implement by a few simple guidelines. A moderator must remain neutral in guiding a deliberation. Participants must listen as well as speak. In the words of J. Herman Blake, teacher, college president, and community leader, to live together effectively we must learn to listen *eloquently*. Participants must realize that everyone has good reasons in their own mind for how they understand a matter. Therefore, their observations are interesting, not ignorant or immoral. The task of deliberation is to understand all the choices and how participants see them, not to "win" a contest. A measure of effectiveness is the ability to make a good case for the choice one likes the least as well as the choice one likes the most. Consequently, all choices before a group must be given full consideration. Participants must move toward a choice, not merely analyze. No one session of deliberation is likely to reach a final decision. Deliberation leads to deliberation leads to deliberation until common ground for action is uncovered and political will to implement that action is created. To assess progress, a group participating in a deliberative session should reflect at the end on how individual perspectives may have changed, how the group's perspectives may have changed, and what needs further deliberation. Deliberation's goal is application, but that application (complementary action) may be much different from "business-as-usual" concepts of political action.[27]

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[25]NIF terminology for this practical result of deliberation is common ground for action, the same concept as Anderson's Level Five. Anderson's writings are oriented toward classroom intellectual activity to understand applications more than to practice them in communities and organizations.

[26]This question of the relationship of establishing identity and engaging in common work is a fundamental and challenging point of inquiry. It merits much more discussion than the space available in this paper.

[27]Persons experienced in deliberation learn to moderate themselves. This maturity does not mean they become "neutral" as a formal moderator must be. They become listeners as well as speakers, questioners who draw out perspectives from one another. Action research on the concept of deliberative action is just beginning in earnest.

Above all, deliberating together is learning together. A self-governing, democratic society of necessity requires a self-educating, learning citizenry. Deliberating is learning. Deliberating is at the heart of the educational enterprise.

The Nature of Political Reality

Sprinkled throughout the preceding discussion is an assumption about the nature of political reality. Robert Kingston, editor of the *Kettering Review*, has reviewed a sequence of ideas that forms that assumption.

To begin with Kingston's conclusion (and paraphrasing at points his expression), the end purpose of democracy is to create public permission, a public will, to take actions that affect the public. Deliberation does not lead people to change their opinion; it leads them to change their understanding. Moreover, public deliberation does not necessarily bring the general public closer to what a professional elite thinks. At its best, public deliberation reveals truths that elites themselves may not have typically begun to think about. Drawing on Hannah Arendt, Kingston asserts that ***the end result of public deliberation is to create a truth that does not preexist.***[28]

Kingston's assertion about Arendt's point is not an argument for relativistic ethics or an attack upon scientific facts. At the heart of politics, of living together in a democracy, is recognition that the deep human issues (personal identity, crime, poverty, educational failure, etc.) that affect us have "fundamental unknowables" (earlier mentioned). Arguments can be produced attempting to persuade others of the certainty of one view or another as to technical options for addressing these dilemmas, but at bottom their amelioration depends upon our sustained commitment to working with one another to deal with them. That commitment requires a deep respect for others and a willingness to seek community and relationship. Indeed, these matters are more deeply moral than any argument about relativistic ethics. If inherent ideas exist, the experiences that produce our understandings of them differ.

In the paragraphs leading to his conclusions, Kingston observes that while democracy has prevailed in the United States and elsewhere and is being incorporated in additional areas of the globe, "an understanding that democracy depends on a public in dialogue with itself has not." He refers to Donald Kinder and Don Herzog, contemporary political scientists, who assert that a democracy should be an arena of constant talk, especially between legislators and citizens.[29]

Kinder and Herzog represent a strand of thought that goes back to Arendt, Mary Parker Follett, and John Dewey. Arendt's point has been made. Follett observed that political communities are created in the act of public deliberation. Kingston reinforces, ". . . deliberation is not merely a *product* of the community, of a people working together, but in itself it *characterizes* that community." Dewey perceived that deliberation is an imagining of alternatives from among which an action must eventually be chosen. This chain of thought leads Hanna Pitkin and Sara Shumer, speaking from the radical left, to argue that:

> . . . democracy is "by far the most subversive" of all the political ideas abroad in the world today. When citizens see democracy merely as a

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[28]Robert Kingston, "Editor's Letter" *Kettering Review* (Summer, 1994), 6. This issue contains reprints of longer articles that develop the points to which Kingston refers.

[29]*Ibid.*, p. 5. See Kinder and Herzog, "Democratic Discussion," in George Marcus and Russell Hanson, eds., *Reconsidering the Democratic Public* (University Park, Pennsylvania, 1993).

> means of electing those who would govern them, it scarcely seems an empowering force, though it may provide the weak with some protection. But once citizens see it as a means whereby they may determine the character of the *polis* and the *policies* that it should follow, then it is indeed--at its best it has proved to be--the most powerful political force in the modern world.[30]

Implications for Adult Non-traditional Education

One does not have to share all the characteristics of the radical left to see in the quote from Pitkin and Shumer a focus for the implications of the above discussion for adult non-traditional education. Contemporary adult non-traditional education has been about empowerment, to use a phrase from the late 1960s and early 1970s. Perhaps "effectiveness" would be a more contemporary term, without the implications of purely adversarial politics. Most often, that empowerment has been rooted in improving economic competitiveness and enhancing personal autonomy. Different non-traditional adult education programs mix these two purposes in varying degree. On traditional campuses and within some non-traditional programs, the arguments between the two purposes tend to form around a liberal arts, general education orientation on the one hand and a vocational, professional school major or depth study on the other.

Without arguing against the value of either of these two purposes, bringing the third purpose of civic virtue or civic effectiveness into our thinking begins to shift our understanding of what we truly mean by empowerment as effectiveness and how we encourage it. Empowerment and the sense of identity that lies at its core take on the quality of effective relationship with others as well as differentiation from them. (Arguments over external and/or internal measures of identity reflect an issue of the psyche that involves another one of those fundamental unknowables!).

To speak of citizenship and community does not deny an emphasis upon individuals. Individuals are important. But individuals are also responsible for the environments they create for themselves and other individuals. Democracy provides the truest opportunity for citizens to establish internal definitions of identity in how they exercise their power with others.

Without abandoning historic commitments to empowering adults in other ways, non-traditional programs can incorporate civic virtue or civic effectiveness as a fundamental purpose. The means would be legion. The key to effective implementation of any of them is asking how would this educational experience look if it served the purpose of building civic effectiveness.

For example, to use Anderson's schema as but one possible organizing principle, what general education competencies would provide the ability to understand how institutions work, to understand the rationale behind prevailing practice, to support reasons for believing a personal interpretation is the most adequate public orientation to a problem, to interpret public issues from diverse points of view, and to develop alternative competing cases and decide among them? Moreover, what combination of experiences would touch on all these competencies adequately? And what learning experiences and pedagogy for

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[30] *Ibid.*, p. 4. See Pitkin and Shumer "On Participation," *Democracy* (December, 1982). See also Hannah Arendt, *Between Past and Future: Eight Exercises in Political Thought* (New York, 1968); Mary Parker Follett, *The New State: Group Organization, the Solution of Popular Government* (New York, 1918); and John Dewey, "Human Nature and Conduct" and "Ethics," *The Collected Works of John Dewey* (Carbondale, Illinois, 1991).

providing them would address the core competency of deliberative skills? Questions of this sort are applicable to whatever mix of service-learning, deliberative skills, democratic environment, and classical curriculum an individual program might adopt.

In conclusion, non-traditional adult education programs generally have at least two important advantages over traditional programs in advancing educational change. In this case, the change suggested is resurrecting within higher education the purpose of creating a better political environment.. Most non-traditional programs are small and they are flexible. Curriculum changes that might have little chance of adoption with any speed in traditional programs can often be thoroughly examined and implemented quickly within non-traditional programs. Most non-traditional programs are also closely connected to experiential learning, including credit for prior learning. Their students are experienced citizens (in age if not in practice), and they are more often rooted in their communities (compared to traditional age students, who are basically transients at the institutions they attend). Adult students live in a world of responsibility and connectedness to institutions that form some sort of community for them. The stuff of effective citizenship is more immediately available and relevant to them. The opportunities for independent studies and collaborative learning experiences about matters of real importance to them are many.

In other words, non-traditional adult education programs have tremendous advantages as the whole of higher education wrestles with a better relationship with the public. An opportunity for leadership within higher education exists, not to mention needed service to the nation: a more effective political environment.

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SESSION IV

SO WHAT MAKES A GOOD INDEPENDENT STUDY COURSE?

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Introduction

For many Adult Degree Programs the Independent Study format is a key method for course delivery. The Independent Study format offers a flexibility in scheduling which is critical for adult learners. The Independent Study format allows degree programs to schedule courses which attract or must be taken by only a few students. And, at its best, the Independent Study format provides students productive learning experiences. Since Independent Study courses are a staple in the Adult Degree Program at Capital University, a private Lutheran institution which operates three program centers for adult learners in Columbus, Dayton, and Cleveland, a survey was conducted to answer the question: What makes a good independent study course?

The design and composition of the survey was a collaborative effort which drew upon the experience and thought of faculty and students in the Adult Degree Program. First, a draft document which sought to identify the questions about and characteristics of good Independent Study courses was circulated to faculty and students for comment. Then faculty and student suggestions were incorporated into a revised draft which Richard Schalinske at Capital's Assessment Center expertly shaped into a one-page computer readable survey. The first four questions identified gender, major disciplines,

experience with independent study courses, and the number of years spent in the Adult Degree Program. The remaining sixteen questions and sets of statements concerned attitudes and opinions about Independent Study courses.

For the purposes of the survey Independent Study courses were defined as "classes with less than five students, where class meetings are negotiated rather than set." Several of the questions compared Independent Study courses to Group Study courses (at Capital, classes in which 10 to 20 students meet 6 or 7 times for a total of 18 contact hours) and Traditional Lecture courses, which were not defined but typically meet 1 to 3 times per week for 10 to 14 weeks.

Considering that there are over a thousand students and about 100 full- and part-time instructors in the Adult Degree Program, the number of responses was modest. A total of 166 people filled out the surveys: 138 students and 28 instructors. At least 57 percent of the respondents were female and 33 percent male--10 percent did not indicate gender. Fifty-three percent of the students have been in the program one year; 39 percent for 2-3 years; and the remaining 8 percent for more than 4 years. Thirty-nine percent of the students are multidisciplinary majors; 20 percent business majors; 13 percent Social Work majors; 12 percent humanities majors; 8 percent computer science majors; and 7 percent social science majors. The results would obviously be more reliable with a better return. But for surveys of this sort a return of 16 % is considered to be average and fairly reliable.

Discussion

The responses to the survey confirm that Independent Study courses are an important part of the teaching and learning experience at Capital University. Although only about 25 percent of students currently use the Independent Study format in any given semester (the rest are enrolled in the Group Study classes), most of the students (72 percent) have taken Independent Study courses: 29 percent at least once, 30 percent two to three times, and 10 percent four or five times. More important, almost all the students (98 percent) indicated their agreement or strong agreement that this format is a "reasonable way to resolve scheduling conflicts." Nearly as many students (93 percent) agreed that independent study courses "accomodate individualized learning styles." And a majority (69 percent) indicated their agreement that Independent Study courses "help develop positive learning relationships between students and instructors." Instructors also agreed with each of these points.

Instructors and students also agreed with statements that Independent Study courses are comparable to Group Study and Traditional Lecture courses. Offered a choice of four responses (strongly agree, agree, disagree, strongly disagree), both students and instructors disagreed that Independent Study courses "require less work than Group or Traditional courses." Similarly, students and instructors also disagreed that Independent Study courses "are graded less rigorously than Group Study Classes." And they disagreed that Independent Study courses are "graded less rigorously than Traditional Lecture Classes." These responses are consistent with the findings reached in a study (Schalinske, Patterson, & Smith, 1995) conducted over six years which compared grades

of adult students (over 30 years of age) and younger students in Capital's Traditional and Adult programs. Although adult students do make better grades, this study concluded that there is little empirical support for grade inflation in the Adult Degree Program.

A question that should have been asked explicitly in the survey, but was not, concerns the importance of student study skills and maturity in making Independent Study courses positive learning experiences. Both instructors and students tended to agree with the statement that Independent Study courses "are more effective for upper than lower level classes," although instructors felt more strongly about this point. In follow-up discussions several instructors stated emphatically that Independent Study courses were best suited to advanced students with some experience in the program.

Responses to the questions having to do with learning and testing tools corroborate the well recognized importance of understanding learning styles (Brookfield, 1988, pp. 25-39). About forty percent of the students favored written assignments; another forty percent favored a combination of quizzes, tests, and written assignments. A decided minority of students (2 of 128 students) and instructors (1 of 24) expressed a preference for only tests and quizzes. There were no remarkable differences between men and women on these questions--except that 7 male students and no women indicated their preference for experientially based learning. There may be significant differences in attitudes about tests and written work based on majors--but this avenue of inquiry will have to wait for a subsequent study.

The responses to the statements about whether Independent Study courses are better taught by good teachers or experts in the field underscore the importance of the

instructor's sensitivity to learning styles. Ninety-four of 128 students (79 percent) agreed that it "is more important for an instructor of an Independent Study course to be a good teacher rather than an expert in the field." A majority of instructors (70 percent) also favored this statement. Only 4 instructors checked the box indicating that it "is more important to be an expert in the field than a good teacher." Obviously the best choice would be an instructor who is both expert in the field and a good teacher.

The most striking difference in the responses of instructors and students was on the statement: "I prefer Independent Study courses to Group Study courses." Exactly half of the students indicated a preference for Independent over Group Study courses--a remarkably positive response to Independent Study courses. Slightly more women than men indicated this preference. In contrast, most instructors (75 percent) stated a preference for Group over Independent Study courses.

Follow-up discussions with instructors revealed several reasons for this preference. First, the scheduling flexibility that Independent Study courses offer can become an irritation for instructors if students miss or reschedule appointments, especially after the instructor has already prepared for the meeting. Second, Independent Study courses are less profitable than Group Study courses, since compensation is calculated not by preparation time but by the number of students in a course. Third, Independent Study courses do not offer the instructors the stimulation and opportunities for creativity that they find in classrooms. And finally, Independent Study courses do not offer students the same opportunity for interaction that Group Study courses offer. Instructors noted that peer interaction was important not only for the support it provided but also for intellectual

stimulation. These comments are reminiscent of Eduard C. Lindeman's classic analysis of the importance of group discussion in adult education (on Lindeman see Knowles, 1990, pp. 29-31).

Students and instructors expressed different (but not surprising) views on the appropriate number of contact hours for Independent Study courses. About a third of the students (31 percent) and 2 of 23 instructors (9 percent) expressed a preference for minimal contact (one or two meetings). A clear majority of instructors (80 percent) and students (56 percent) favored at least 5 meetings. Only four students and 2 instructors agreed that Independent Study courses should meet at least 10 times. These responses indicate that a majority of students and instructors agree with the Adult Degree Program's current standard of at least five substantive meetings per Independent Study course. The student responses also offer some explanation for why instructors strongly agreed with the statement stressing the importance of a specific schedule for meetings, reading, and assignments.

Conclusion

So what makes a good independent study course? First of all, Independent Study courses should be comparable academically to Group Study and Traditional Lecture courses. Despite concerns about the quality of instruction and learning in Independent Study courses, this survey suggests that students and instructors consider the work requirements and grading standards in Independent Study courses to be generally in line with those in Group Study and Traditional Lecture courses. These judgments may be influenced by the pragmatic understanding that Independent Study courses are necessary in adult education

programs: they accomodate difficult work and family schedules, and they allow small programs to offer a wide selection of courses. But continued efforts to assure that Independent Study courses remain academically-sound learning experiences are essential.

From the students' perspective, part of what makes Independent Study courses good learning experiences is their flexibility--not just in scheduling, but also in accomodating learning styles. In the survey students agreed more strongly than instructors with the statement that Independent Study Courses "accomodate individualized learning styles." Nevertheless, instructors also indicated that they understand the importance of accomodating learning styles; and, curiously, instructors agreed more strongly than did the students with the statement that "student input in objectives and assignments" is essential for the success of Independent Study courses. The value of accomodating learning styles should be no surprise to adult educators, considering the literature on this point (Houle, 1992, pp. 110-119). But its importance in the Independent Study format, which relies primarily on the student's motivation and discipline, should be underscored.

A challenge for instructors and administrators is to design syllabi and learning materials which conform to university department requirements and at the same time provide opportunity for student input and accomodate learning styles. One suggestion is to combine extended syllabi--perhaps prepared collaboratively by several instructors--which offer a range of alternative assignments, readings, and perhaps even objectives. There is already some research on how to teach particular disciplines in an Independent Study format (Houle, 1992, pp. 277-278). With a well-formulated syllabus in hand, a

learning contract might be used to achieve a course agenda tailored to both student and instructor. Of course, in the field of adult learning, and especially in programs which rely on the Independent Study format, there is long history and literature on learning contracts (Brookfield, 1988, pp. 81-82). Learning contracts have become central in Independent Study courses not only because they encourage student discipline but also because they help accomodate learning styles (Knowles, 1986).

From the instructors' perspective, making independent study courses good learning experiences is a challenge, since instructors do not find Independent Study courses as satisfying as Group Study courses. One solution, used by some instructors at Capital, is to arrange for small group meetings of even two or three students. Although this does impose on busy schedules, it facilitates interaction between students and instructors. The problems of broken appointments and collecting assignments might be resolved with a specific schedule for completing reading, writing, and other course objectives. Both students and instructors did tend to agree (although instructors more emphatically) that detailed syllabi with clearly articulated objectives, assignments, and meeting dates were "essential to the success of Independent Study courses." Here again, carefully written learning contracts might be a useful counterbalance to the temptation to reschedule meetings and put off the inevitable reading, writing, and preparation.

There should be no doubt that the major burden for making Independent Study courses good learning experiences falls on the student. But instructors must learn about the teaching opportunities and challenges that Independent Study courses provide. Obviously good teachers should be able to make particular fields of knowledge accessible

and even exciting. Less obviously, perhaps, good teachers should also be able to teach students how to be good learners (Brookfield, 1988; Knowles, 1975). Administrators could help students by offering tests or excercises which would help them identify their learning styles, strengths, and weaknesses. Instructors can educate themselves on how to teach students to learn.

In the final analysis, students, instructors, and administrators should understand that, ultimately, what makes a good independent study course is a good learner.

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ADULT LEARNERS AND LIBERATION TODAY

This paper attempts to examine the major insights of Brazilian liberationist educator Paulo Freire with a particular focus on the implications of his insights for adult learners and educators. With regard to the latter focus, this presentation will critically explore the approaches of self-directed learning and the approach to adult higher education at Capital University. The presentation will conclude with proposals for a discursive model for adult learning.

Liberation in an Age of Postmodernism: The Enduring Contributions of Paulo Freire

On the twenty-fifth anniversary of his renowned Pedagogia do oprimido (1970; ET: Pedagogy of the Oppressed), Paulo Freire attempted to "relive" his early efforts by offering the narrative of his life's work in his most recent publication, Pedagogía de esperança (Pedagogy of Hope). Among Freire's discoveries is that the revolutionary impetus in Pedagogy of the Oppressed continues to make a profound impact toward liberation on a global scale.

Freire once stated: "Education is an act of love, and thus an act of courage. It cannot fear the analysis of reality or, under pain of revealing itself as a farce, avoid creative discussion."[1] If that definition holds, the condition of postmodernity poses some unique challenges for the quality and fortitude of education. It is worth noting that Freire considered even his earliest insights to be "postmodern," albeit with a decidedly "progressive" emphasis.[2] "Progressive postmodernism," according to Freire, has the characteristics of being "radical and utopian."[3] Both of these characteristics, as I will hope to demonstrate briefly below, provide a wide-ranging summation of Freire's philosophy.

The dimension of being "radical" connotes the themes related to a "critical" posture--not for the sake of criticism per se, but for the sake of liberation. This suggests a number of themes prevalent in Freire's thinking: the criticism of sectarian approaches (both left and right);[4] the overt attack upon socio-political domination, paternalism, manipulation, and its destructive fruits (in the lives of the oppressed) of dehumanization, fatalism, the "culture of silence," and the marginalization of the oppressed to the status of *menos gente* (lesser people);"[5] and radical criticism of the oppressive educational approach which Freire calls "the 'banking' concept of education" by which "knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing"[6] (an approach which, Freire comments, serves the cause of oppressors by "changing the consciousness of the oppressed, not the situation which oppresses them").[7] "Radical" (in the sense in which Freire uses the term) also connotes the sense of critical commitment to a posture which one has taken, yet not in arrogance, but with a desire to be "loving, humble, and *communicative*," respecting the choices, decisions, and perceptions of others.[8] There is inherent here, therefore, the objective of "dialogue," which is one of the most predominant and recurrent themes throughout Freire's writing. Further elaboration on this theme will made at the end of this section of the presentation.

The concept of "utopia" for Freire suggests a number of important themes, but perhaps none more important than "untested feasibility" (*inédito viavel*). "Untested feasibility" points to the right of people to not only "dream" for a better history, but to act in such a way as to make themselves the Subject of their own history, and thus rise above

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their obstructive "limit situations."[9] Related concepts include *conscientizaçao* (consciousness-raising),[10] praxis ("reflection and action upon the world in order to transform it"),[11] and the basic understanding which Freire has of mutual, dialogical liberation as the only authentic liberation.[12]

While only this brief overview of the major themes in Freire's writing must suffice, a pressing question before us is whether or not Freire is able to adequately address the contemporary challenges of postmodernity and to make his insights serviceable for our present experience. It is my sense that the case can more easily be made to see the general characteristic of radicalness as having many parallels to the postmodern condition. This is particularly born out in Freire's consistent critique of sectarianism (including leftist--i.e., Marxist--approaches, which might actually help distinguish him from any who hold to modern "metanarratives")[13] as well as Freire's critique of all structures of authoritarianism and manipulation. Freire's emphasis on a mutual dialogue respectful of the encounters of diversity also approximates the postmodern concern for pluralism, and in fact may be more respectful for such diversity by not destroying the particular values of diversified people which is often inherent in strict postmodernist positions.[14] This is particularly evident in the characteristic of "utopia" in Freire's "progressive" postmodernism. While this would appear to be a retreat to "metanarrative" in the viewpoint of many postmodernists, Freire's position here does approximate the position of feminist Seyla Benhabib and others who would challenge the strict postmodernist position.[15] Nevertheless, in Freire's concepts of consciousness-raising, praxis, and especially "limit situations," one might be able to see that these themes are not discordant with the general critical nature of

postmodernist positions. It does seem possible to argue, therefore, for a liberative "progressive" postmodernism such as Freire contends. How much one is able to rise above the critical flux as an authentic Subject of one's history might be contested--and my sense is that some postmodernists would contend that the "feasibility" can never be adequately "tested." On Freire's behalf, however, I would argue that even Freire is aware of the immensity of the task of liberation in a postmodern world--maybe more aware than most of us, given his experiences in Brazil, Chile, and other so-called "third world" countries. That has not stopped him from having "hope."[16]

A more comprehensive investigation of Freire's concept of dialogue and dialogical education is now in order. Consistent with those (including postmodernists) who view the human being as always "becoming," Freire's approach toward education affirms that both teacher and students are brought together through the dialogue and the mutual participation in the education of each other.[17] For Freire, there are several elements included in the definition of dialogue (which are no doubt religiously informed): love (for the world and humanity), humility (authentic openness to the contributions of others, with the absence of arrogance), faith and mutual trust (believing in the power of other human beings to be creative), hope (a search for a better society "which can be carried out only in communion with other men" [sic]), and critical thinking ("thinking which perceives reality as process, as transformation, rather than as a static entity").[18] Freire summarizes by depicting authentic dialogical education as "not carried on by 'A' *for* 'B' or by 'A' *about* 'B,' but rather by 'A' *with* 'B,' mediated by the world--a world which impresses and challenges both parties, giving rise to views or opinions about it."[19]

Part One: Liberating Adult Learners? A Critique of Self-Directed Education from the Perspective of Liberatory Education

In the remainder of this paper, I would like to turn to the more pressing task of examining how adult higher education is meeting (or not meeting) the task of being both liberative and postmodern. In this section, I will examine the status of the more predominate approach of "self-directed learning" as it has been advanced by Malcolm Knowles, Stephen Brookfield and Jack Mezirow.

It has been asserted that "no concept is more central to what adult education is all about than self-directed learning."[20] "Self-directed learning" is classically defined as "a process in which individuals take the initiative, *with or without the help of others*, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes."[21] The corresponding approach to education is advanced by Knowles as "andragogy"--"the art and science of helping adults (or, even better, maturing human beings) learn."[22] This approach to education is differentiated from the more predominant approach toward education in general: "teacher-directed learning," or "pedagogy." That Knowles prefers self-directed learning/andragogy to teacher-directed learning/"pedagogy" is evident by the contrasts he draws between these two approaches.[23]

More recent work in the field of self-directed learning by Brookfield and Mezirow has noted some of the problems in the anthropological assumptions of self-directed learning. Brookfield has offered the critique that "we have come close to accepting an academic orthodoxy just as dangerous as the earlier notion that students were the passive

recipients of knowledge transmitted by bountiful experts. This new orthodoxy asserted that all adults were natural, self-directed learners and that the task of the adult educator was simply to release the boundless, peerless capacity for self-directed learning that was innate but dormant in all adults."[24] As Brookfield and others are finding, this "new orthodoxy is dangerously oversimplified. Far from acquiescing in the joyful release of latent talents for self-directedness, many adults stubbornly resisted our efforts."[25] Brookfield's own response to this crisis within self-directed learning approaches is to maintain that "no act of learning can be self-directed if we understand self-direction as meaning the absence of external sources of assistance."[26] Indeed, Brookfield found that adults preferred a "social context" for learning, often comprised (via some of his research on the subject) of "peers, experts, and fellow learners as their chief sources of information and as their skill models. Their learning activities exemplify the oral tradition, whereby knowledge is transmitted from person to person in informal settings, despite the interest of this era in high technology and computer-aided learning."[27] Brookfield's own solution is to propose "field independence" as the new working model for self-directed learning. "Field independent learners are characterized as analytical, socially independent, inner-directed, individualistic, and possessed of a strong sense of self-identity."[28] In the field-independence model, the role of the adult educator is, therefore, "to encourage adult students to view knowledge and truth as contextual, to see value frameworks as cultural constructs, and to appreciate that they can act on their world individually or collectively and that they can transform it. In assisting adults to realize their adulthood by coming to appreciate their power to transform their personal and collective worlds lies the unique

mission of the adult educator."[29] Brookfield is not content, however to depart from the basic model of self-directed learning. His intent is to continue to promote among adult learners a *consciousness* that is self-directed (though socio-politically contextual) via *techniques* of self-direction (whereas the individual adult learner seeks to design "a successful learning program with a minimum of external assistance").[30] "When the techniques of self-directed learning are allied with the adult's quest for critical reflection and the creation of personal meaning after due consideration of a full-range of alternative value frameworks and action possibilities, then the most complete form of self-directed learning is exemplified. . . . In such a praxis of thought and action is manifested a fully adult form of *autonomous*, self-directed learning."[31]

In a similar vein, Jack Mezirow has argued for a more contextually inclusive form of self-directed learning by including "three interrelated but distinct functions of adult learning: instrumental learning--task-oriented problem solving that is relevant for controlling the environment or other people; dialogic learning, by which we attempt to understand what others mean in communicating with us; and self-reflective learning, by which we come to understand ourselves."[32] Each of these, Mezirow contends, helps shape a variety of "meaning schemes" which allow for the "perspective transformation": "the process of becoming critically aware of how and why the structure of our psychocultural assumptions has come to constrain the way in which we perceive our world, of reconstituting that structure in a way that allows us to be more inclusive and discriminating in our integration of experience and to act on these new understandings."[33] Mezirow then adds, "Perspective transformation is the process by which adults come to

recognize introjected dependency roles and relationships and the reasons for them and *to take action to overcome them*. . . . The fully functioning self-directed, adult learner moves consistently toward a more authentic meaning perspective."[34] Mezirow believes that the most serious omission in adult learning theory has been "the uniquely adult function of critical reflectivity, . . . the bringing of one's assumptions, premises, criteria, and schemata into consciousness and vigorously critiquing them."[35] Mezirow then makes the candid admission that "there is probably no such thing as a self-directed learner, except in the sense that there is a learner who can participate fully and freely in the *dialogue* through which we test our interests and perspectives against those of others and accordingly modify them and our learning goals."[36] The role of the adult educator in this process is to "help learners to move in the direction of more authentic meaning perspectives and that enable them to participate fully and freely in dialogue so that they can come to understand their experience better while preserving the rights of others to do the same."[37] Mezirow also understands this task of the adult educator to include a socio-political dimension, facilitating the adult learner's role and responsibility for collective action.[38] Yet never is there in this argument a dismissal of basic understandings of self-directed learning. "By definition, the self-directed learner diagnoses his or her own learning needs and formulates his or her own learning goals. If the self-directed learner is fully functioning, he or she would do this for instrumental, dialogic, and self-directed learning, which all are more or less involved in most situations."[39]

It is interesting to compare these directions in self-directed learning with what Paulo Freire has advocated for a liberating approach toward education, in conjunction

with the challenges and conditions of postmodernity. Positively, from its very inception, self-directed learning has challenged--almost to the extreme--any "banking" form of education. The more recent trends of Brookfield and Mezirow also seem to approximate (or at least include) Freire's concept of "dialogue" as an essential ingredient for education. In fact, it is usually in this context that Brookfield and Mezirow are challenging some of the problems of the "new orthodoxy"--a kind of methodolatrous (Gouldner) use of self-directed learning.[40] To be sure, the contention of Mezirow and Brookfield for a certain socio-political dimension of awakening is consonant with Freire's concept of *conscientizaçao*. Nevertheless, the liberating task of education involves *community* as a necessary ingredient. "Liberatory education is fundamentally a situation where the teacher and the students *both* have to be learners, *both* have to be cognitive subjects, in spite of being different."[41] In my estimation, Brookfield and Mezirow bend in this liberating direction, but they do not break (from "*self*-directed learning). Furthermore, as Freire has more recently contended, while the educator always respects the learners, without ever denying his or her own dream or utopia, "educational practice, whether it be authoritarian or democratic, is *always directive*."[42] To be sure, Freire does not intend his concept of directivity to allow for manipulation or authoritarianism. The directivity is engineered by putting into practice all the elements of a successful dialogical and liberating learning experience.

There is a sense in which I believe that Brookfield and Mezirow have articulated a learning approach which is consistent with a strict version of postmodernity. In an age of "individualism" (sociologist Robert Bellah) and "declining social capital" (political

scientist Robert Putnam), the approaches toward self-directed learning that still want to stress "autonomy" may even play into the hands of postmodernity. It is more questionable, however, whether Brookfield and Mezirow have made enough allowance for critical distance from the postmodern condition, even proposing any truly utopian vision, when the idea of social context and community is given, at best, second-class acknowledgment. Why, otherwise, the persistent (methodolatrous?) reluctance to part from *self*-directed learning?

Part Two: Liberating Adult Learners? A Critique of Capital University from the Perspective of Liberatory Education

By the semi-public admissions of the Dean of Arts and Science and the Dean of the Adult Degree Program (both of whom are also President and President-elect of the Alliance), Capital University has parted from the self-directed learning model in favor of a more directed model of adult higher education.[43] There are further evidences to support this claim from the 1996 Dayton ADP Center Academic Program Review which demonstrate that, over the past five years, there has been a complete flip-flop of students registered for "independent studies" vs. "group studies" (seminars), shifting from seventy-five percent/twenty-five percent to twenty-five percent/seventy-five percent, respectively. The directed studies, as I understand them, are shaped and informed by the seminar emphasis in education, especially for the general educational core (which continues to be one of Capital's strengths), and by a curriculum which is almost exclusively shaped by the Arts and Sciences curriculum. Patricia Brewer, as part of her doctoral program, is also analyzing the nature of adult higher education at Capital, and, while the further findings of

While some efforts are underway to address these issues (e.g., various support services, preliminary plans to form a student council), outside of the advising role (which, by the way, is quite significant in itself) there is a long way to go to keep the adult learners as co-participants in a dialogue for adult higher education.

Another pressing issue, however, concerns the difficulties Capital University has in terms of *liberating relational dialogues between the traditional faculty and the faculty in adult higher education.*[44] For the most part, the battle for adult higher education as an important ingredient to Capital University's general mission has been won. Nevertheless, there are some estranged voices within the traditional Arts and Sciences program that maintain that ADP "still carries, among many [how many?] of my colleagues, the status of 'second class' degree." The remark is made in the supposed context of bringing Arts and Sciences and ADP closer together--and, it would be conceded by all, such proximity is not only warranted and desired (by adult educators and most of the traditional educators), but acted upon daily. Nevertheless, the as yet unresolved question is *how* such proximity will be established? Dialogically, or oppressively? The case could be made that traditional faculty are still relying on what Freire calls a "banking" approach to education, evident especially in the consistent critique from traditional faculty that eighteen hours is insufficient "seat time" for teaching courses in the Arts and Sciences curriculum. By contrast, the seminar-style of education which works quite successfully in ADP may be a closer approximation to Freire's concept of dialogical education.

What may stand as a symbol of the oppressive issues here is the controversial subject of tenure for ADP Faculty. Following years of planning and work, it now seems

her analysis will prove most beneficial, I will only say that there is reason to think that Capital faculty and staff are not dictated by any current trends per se in adult higher education, even though what is practiced has credibility within larger circles of adult higher education. I suppose there always lurks the danger of a reversal to, in Freire's words, a "banking" approach to education. Nevertheless, generally speaking, we have found the seminar approach to be profoundly an opportunity to engage in mutual dialogical education.

There are also strong indications that Capital University's adult higher education will be finding ways to avail itself of greater technology and is on the cutting edge of exploring relationships within other schools of the University for more than degree completion programs. These efforts are promising, perhaps on the path of meeting some of the major challenges before the University in the postmodern age. However, the deeper problems may reside with unresolved or unaddressed (at least openly) issues of oppression within the University. As a representative of the University, I have no desire to "air our dirty laundry." On the other hand, there are at least two primary problematic areas from which I think we can all learn in terms of engaging in a truly liberating dialogical education.

One of the issues has to do with how adult learners themselves are regarded. Most of our adult learners appreciate the flexibility of the program in terms of convenient seminar times and even more pliant independent studies; and, it is safe to say, the program is consequently growing as a result of these efforts. Nevertheless, Capital University also has its unique struggles with community and particularly *learning* from adult learners.

likely that such tenure will become a reality for ADP Faculty in the coming academic year. Interestingly, however, such tenure will come not through the process that was originally planned, viz., on the basis of an ADP tenure document. At an eleventh hour Arts and Sciences faculty meeting on May 14, 1996, the Arts and Sciences faculty adopted a resolution of its own Faculty Evaluation Committee that reads as follows: "ADP students are awarded the same degrees as all other undergraduate students. Thus, it is the position of the Faculty Evaluation Committee (FEC) of the College of Arts and Sciences that ADP Faculty members, when seeking promotion and tenure, should follow the same procedure as faculty members in the traditional Arts and Sciences program. It is believed that ADP promotion and tenure should be completed in the same manner as Arts and Sciences Faculty. In addition, the By-Laws of the College should be revised to include representation of ADP faculty on FEC. The final recommendation for promotion and tenure should be made by the Dean of the College of Arts and Sciences in consultation with the Dean of Adult Learning. We further recommend that the appropriate department chair in the traditional Arts and Sciences program review the Annual Report and evaluate each ADP Faculty member each year."

There are several problems with this recommendation. First of all, not "all other undergraduate students" at Capital University receive the "same degree." It is true that ADP students receive Bachelors of Arts, like undergraduate Arts and Sciences students. However, other schools offer other undergraduate degrees (e.g., B.F.A., B.S.N.). Secondly, the recommendation came to the floor without consultation with anyone in ADP, even though it seeks to make amends by including an ADP representative in the

future. Third, according to the proposal, the Dean of Arts and Sciences makes the final recommendation for promotion and tenure in consultation with the Dean of ADP, which hardly implies equality. Finally, the "appropriate department chairs in Arts and Sciences" are to make evaluations on ADP Faculty, even though there that has been little direct oversight by department chairs with ADP faculty, and in some cases reluctance to become involved. Having attended the meeting, I addressed in writing what I perceived to be the oppressively paternalistic overtones of the recommendation and the misunderstandings about adult higher education in general among the Arts and Sciences faculty.[45] I am pleased to say that the FEC has since moderated its tone. Nevertheless, I hold this illustration up as a case in point of ongoing needs to work toward better dialogue and mutual respect for educators and students (traditional as well as adult) as "people of worth." I do think Capital University will need to come to terms with its own ways of being oppressive and/or coopted by oppression (by any who cower or retreat before the oppressive conditions wherever they exist).

Toward Discursive Models for Liberation in Adult Higher Education

I think more attention needs to be given to the nature of discourse in adult higher education as a method of being both liberative in a credible way in the age of postmodernity.[46] For some time, the Frankfurt School (and Jürgen Habermas in particular) has called for communicative models of community. Similarly, Seyla Benhabib has delineated three current models of public space (agonistic, liberal and discursive), advocating for the discursive model as "compatible both with the general socials trends of our societies and with the emancipatory aspirations of new social movements."[47] Finally,

there is the appeal of Freire himself to establish dialogical liberation, a practice which can only take place in the context of love and freedom.

A truly liberative educational method would have to allow for the kind of mutuality in dialogue which Freire has advanced. This would tend to advance those models and techniques which provide for seminar discussion or cooperative learning, and would tend to downplay strict adherence to any kind of self-directed learning. The directivity in such dialogical forums must not be manipulative or authoritarian, but a directivity toward democratic participation. Adult educators are radicalized by the contributions of adult learners who share openly and honestly within an open forum for educational enrichment, even as adult educators are radicalizing by their own contributions which they have to bring to the table in their own critiques and dreams.

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1. Paulo Freire, Education for Critical Consciousness, (New York: Seabury Press, 1973), 38.

2. Paulo Freire, Pedagogy of Hope, (New York: Continuum, 1994), 10-11. Freire juxtaposes his "progressive" postmodernity against something he calls "conservative, neoliberal postmodernity." While Freire does elaborate on the latter concept, one might gather from his discussion that it may be based on his experiences of those who failed to be politically critical and progressive. Is his relationship with Paulo Rangel Moreira a case in point (p. 13)?

3. Ibid., 51.

4. Freire, Education for Critical Consciousness, 11; Freire, Pedagogy of the Oppressed, (New York: Herder and Herder, 1972), 21-22; Freire, Pedagogy of Hope, 50-51.

5. Freire, Education for Critical Consciousness, 21-31; Freire, Pedagogy of the Oppressed, 10-11, 28-56, *et passim*; Freire, Pedagogy of Hope, 57.

6. Freire, Pedagogy of the Oppressed, 58.

7. Ibid., 60. Freire is quoting Simone de Beauvoir, La Pensée de Droite, Aujord'hui (Paris); ST El Pensamiento político de la Derecha (Buenos Aires, 1963), 34.

8. Freire, Education for Critical Consciousness, 10. The italics are mine.

9. Freire, Pedagogy of Hope, 9, 74, 205. See also Freire, Education for Critical Consciousness, viii, xiii, 12, *et passim*; Freire, Pedagogy of the Oppressed, 12-13, 20, *et passim*.

10. Freire, Pedagogy of the Oppressed, 19-21, *et passim*.

11. Ibid., 36, 66.

12. Ibid., 54.

13. Jean François Lyotard, for example, defines postmodernism as the "incredulity toward metanarratives," including Marx and Freud. See Lyotard, The Postmodern Condition, (Minneapolis: University of Minnesota Press, 1983), xxiv. However, it is my sense that the labeling of any liberation theologies as Marxist is a caricature. See Michael Hoy, The Faith that Works, (Lanham, Maryland: University Press of America, 1995), xviii-xix.

14. Michel Foucault, e.g., contends that postmodernism wishes "to prefer what is positive and multiple, difference over uniformity, flows over unities, mobile arrangements over systems [and to regard] . . . that what is productive is not sedentary but nomadic." David Harvey, The Condition of Postmodernism: An Enquiry into the Origins of Cultural

Change, (Oxford: Basil Blackwell Ltd., 1989), 46-47. But Lyotard takes this fluidity to the extreme of a new social order that is described as a "temporary contract," by which he means to eliminate all other "permanent institutions in the professional, emotional, sexual, cultural, family and international domains, as well as in political affairs." See Seyla Benhabib, Situating the Self: Gender, Community and Postmodernism in Contemporary Ethics, (New York: Routledge, 1992), 204.

15. Seyla Benhabib, for example, suggests a more pro-active approach, confronting the postmodernism's "three theses: the death of man, understood as the death of the autonomous, self-reflective subject, capable of acting on principle; the death of history, understood as the severance of the epistemic interest in history of struggling groups in constructing their past narratives; the death of metaphysics, understood as the impossibility of criticizing or legitimizing institutions, practices and traditions other than through the immanent appeal to the self-legitimation of 'small narratives.'" By contrast, Benhabib claims that "without such a regulative principle of hope, not only morality but also radical transformation is unthinkable." While Benhabib affirms that postmodernism "can teach us the theoretical and political traps of why utopias and foundational thinking can go wrong, . . . it should not lead to a retreat from utopia altogether. For we, as women, have much to lose by giving up the utopian hope in the wholly other." Benhabib, Situating the Self, 229-230.

Similarly, Paul Rabinow has offered the following critique of postmodernism: "the postmodernist is blind to her own situation an situatedness because, qua postmodernist, she is committed to a doctrine of partiality and flux for which even such things as one's own situation are so unstable, so without identity, that they cannot serve as objects of sustained reflection." Steven Connor, Postmodernist Culture: An Introduction to Theories of the Contemporary, (Oxford: Blackwell Publishers, 1989), 20.

16. Consider Freire's stirring words with which he concludes his most recent tome: "The harshest difficulties, the wants and needs of the people, the ebb and flow of the process that depends on so many different factors for its solidification--none of this diminished in us, in Nita and me, the hope with which we came to El Salvador, with which we lived a week in El Salvador, and with which we left El Salvador--The same hope with which I bring to its conclusion this *Pedagogy of Hope*." Freire, Pedagogy of Hope, 201.

17. Freire, Pedagogy of the Oppressed, 67, 72.

18. Ibid., 77-81. In his later work, Freire addressed his own sexism (Pedagogy of Hope, 66-67).

19. Ibid., 82.

20. Jack Mezirow, "A Critical Theory of Self-Directed Learning," in Stephen Brookfield, editor, Self-Directed Learning: From Theory to Practice, (San Francisco: Jossey-Bass Inc., 1985), 17.

21. Malcolm Knowles, Self-Directed Learning, (Association Press, 1975), 14-23, reproduced in Elizabeth Steltenpohl and Jane Shipton, editors, Orientation to College for Adults, (Needham Heights, MA: Ginn Press, 1987), 138. The italics are mine. A similar quote from Knowles appears in Brookfield, Self-Directed Learning, 17.

22. Ibid.

23. Ibid, 138-139. "Teacher-directed learning assumes the learner is essentially a dependent personality and that the teacher has the responsibility of deciding what and how the learner should be taught; whereas self-directed learning assumes that the human being grows in capacity (and need) to be self-directing as an essential component of maturing, and that this capacity should be nurtured to develop as rapidly as possible.

Teacher-directed learning assumes that the learner's experience is of less value than that of the teacher. . . ; whereas self-directed learning assumes that the learner's experiences become an increasingly rich resource for learning which should be exploited along with the resources of experts.

Teacher-directed learning assumes that students become ready to learn different things at different levels of maturation. . . ; whereas self-directed learning assumes that individuals become ready to learn what is required to perform their evolving life tasks or to cope more adequately with their life problems, and that each individual therefore has a somewhat different pattern of readiness from other individuals.

Teacher-directed learning assumes that students enter into education with a subject-centered orientation to learning (they see learning as accumulating subject matter) and that therefore learning experiences should be organized according to units of content; whereas self-directed learning assumes that this orientation is a result of their previous conditioning in school and that their natural orientation is task- or problem-centered, and that therefore learning experiences should be organized as task-accomplishing or problem-solving learning projects (or inquiry units).

Teacher-directed learning assumes that students are motivated to learn in response to external rewards and punishments, such as grades, diplomas, awards, degrees, and fear of failure; whereas self-directed learning assumes that learners are motivated by internal incentives, such as the need for esteem (especially self-esteem), the desire to achieve, the urge to grow, the satisfaction of accomplishment, the need to know something specific, and curiosity."

24. Brookfield, Self-Directed Learning, 1-2.

25. Ibid., 2.

26. Ibid., 7.

27. Ibid., 7-8.

28. Ibid., 8. Brookfield adds: "Such learners are presumed to be found most commonly in open, democratic societies, which emphasize self-control and autonomy."

29. Ibid., 10.

30. Ibid., 14-15.

31. Ibid., 15.

32. Mezirow, "A Critical Theory of Self-Directed Learning," 17-18.

33. Ibid., 22.

34. Ibid. The italics are mine.

35. Ibid., 25.

36. Ibid., 27. The italics are mine.

37. Ibid., 28.

38. Ibid., 28-29. It is interesting to note here that Mezirow draws particularly on the insights of Habermas and Foucault.

39. Ibid., 26.

40. Ibid., 11.

41. Comment by Freire, in Ira Shor and Paulo Freire, A Pedagogy for Liberation: Dialogues on Transforming Education, (South Hadley, MA: Bergin & Garvey Publishers, Inc., 1987), 33. The italics are in the text.

42. Freire, Pedagogy of Hope, 78-79. The italics are mine.

43. The remarks came during an interview session in late July, 1996, for an Associate Dean for the Columbus ADP Center.

44. These problems are not unique. Consider, e.g., the ACE/CAEL report on Adult Degree Programs: Quality Issues, Problem Areas, and Action Steps, (March, 1993), which reports of traditional faculty "suspicion," "opposition," and "uneasiness" toward adult higher educational institutions (p. 19).

45. Correspondence by Michael Hoy to Dean of Arts and Sciences and Dean of ADP, May 16, 1996--my letter depicting "the good, the bad, and the ugly" of the meeting and adopted FEC recommendation.

46. Steven Connor has commented on how discourse is a vital part of postmodernism. "If, for example, one sees postmodernism as inhering precisely in . . . forms of contradiction, then it becomes possible to read postmodernism as a *discursive* function, whose integrity derives from the regularity of its contexts and effects in different discursive operations, rather than from the consistency of the ideas within it." Connor, Postmodernist Culture, 10.

47. Benhabib, Situating the Self, 113.

SESSION V

Degree Completion Advising Model - A Case of Montreat College

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Adult degree completion programs have increased dramatically across the United States in the last few years. Degree completion programs are offered via an accelerated or a traditional semester format. The concept of accelerated courses is not new, but lock-step evening degree programs are very conducive to a working adult's schedule. Courses are offered once or twice per week in a convenient location close to schools, home or work. Convenience contributes to the growth of the programs. One problem that has risen out of these programs is the high attrition rate. Adult students are so eager to complete their degree quickly they may not have a complete picture of what they are starting. Many programs rush the students through the admission and assessment process so they can begin the degree completion program as soon as possible. First night orientation may address some of the unanswered questions, but for many students it is too late by that point. They may become frustrated due to lack of understanding of the options available to complete all their degree requirements. Advising is critical to the successful completion of the program and through advising a program can indeed reduce attrition.

In Cheryl Polson's article "Developmental Advising for Nontraditional Students" she emphasizes the need to provide a variety of learning opportunities to adult learners, almost a menu of various options. Adult programs and the advisors must be committed

to serving these students, not just exploiting a market. Traditional advising methods and procedures are often inappropriate for nontraditional students.

Advisors for adult students need to be more than just communicators of course options; they need to understand why the student is going back to school. Adults frequently seek higher education to gain a specific skill or knowledge. Many adults have a sense that "time is running out" and their goals may be too specific. The motivation and whole picture may be obscured because the students may only be concentrating on academic goals. Advisors of nontraditional students often receive the venting of the stress an adult student goes through when the student is trying to justify enrolling in a program. If this resistance is not met with institutional support, the advisee may eventually withdraw, deciding the program is not worth the struggle. Throughout a nontraditional program the advisor must be a source of support and guidance (Polson, 1994).

The struggle to organize home, work and the new addition of school to an adult's busy schedule is a difficult transition. Formal pre-enrollment programs might provide students with support and a feeling of belonging during a difficult transition time. Many students withdraw at the early stages of program implementation. Advisor involvement or availability is crucial as a student moves from degree planning to program implementation. Responding to student needs through special advising services throughout the stages of a program contribute to decreased student attrition (Holm, 1988).

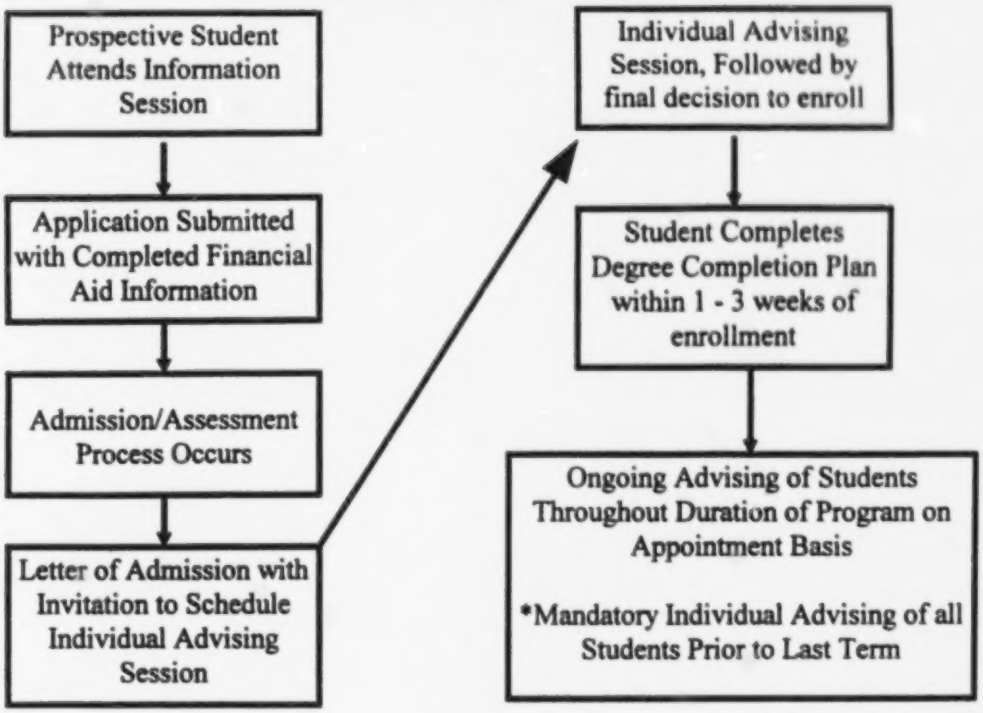
Academic advising for adult students is particularly crucial because many times when they begin an academic program they are already feeling behind. Many adult learners pursue academics for pragmatic reasons, and they want to be sure that all courses

fit into their educational goals. For this reason an advisor that advises adults needs to have a theory base for defending the curricula requirements. Advisors need to be fully versed on all institutional policies regarding dropping and adding courses and the financial implications of interrupting course work. Generally, adult learners need academic advice throughout terms, rather than only at registration (Schlossberg, 1989).

Pre-enrollment advising of accepted students addresses all questions and possible misconceptions the student may have about the program or their degree completion options before they begin the program. Post-enrollment advising helps to ensure the probability that students will matriculate due to their understanding and encouragement received from advising. Individual advising allows the students to receive personal attention and allows them the freedom to ask any question. Programs based upon traditional semester schedules may find this type of individualized pre-enrollment advising difficult to schedule. If a program has a rolling admission policy this allows time for students to get personal advising before enrollment without having a "mad rush" prior to term or semester starts.

Montreat College's School of Professional and Adult Studies Program is a lock-step accelerated degree completion program. It is possible for students to complete a Bachelor of Business Administration degree in approximately two years. Adults that inquire about the program are invited to an Information Session by Program Representatives. At the information session the representative goes through basic information about the program, takes the prospective student through the application process and answers basic questions.

Applicant Flow Chart


Prospective Student Attends Information Session
Application Submitted with Completed Financial Aid Information
Admission/Assessment Process Occurs
Letter of Admission with Invitation to Schedule Individual Advising Session
Individual Advising Session, Followed by final decision to enroll
Student Completes Degree Completion Plan within 1 - 3 weeks of enrollment
Ongoing Advising of Students Throughout Duration of Program on Appointment Basis
*Mandatory Individual Advising of all Students Prior to Last Term

The Program Representative works with the prospective student through the application process. Once the applicant's file is complete and all transcripts are received, the file is sent to an Admissions Specialist. The Admissions Specialist then evaluates the courses that will transfer and determines courses or credits needed for graduation. The Program Representative also makes sure the prospective student sends in all financial aid information to the Financial Aid office. All students are encouraged to complete the financial aid process whether or not they plan to use financial aid.

Montreat College's program is a cohort program and has a "rolling admissions policy." Cohorts start every month or so depending upon the number of students eligible and desiring to start. An accepted student receives an admission letter that includes information detailing transfer information and general education courses or electives still

required for graduation. On the student's acceptance letter the student is instructed to call the Office of Student Services and schedule an advising session. The prospective student then meets individually with an advisor. Every advisor follows a pre-established advising format to ensure that all points about the program and possible credit options are covered with the prospective student. At this time detailed questions about Prior Learning Assessment, CLEP Exams, course for credit options, etc. are all explained. The prospective student knows from the Program Representative with which cohort they are eligible to start. Following the advising session, the student is instructed to contact the Program Representative to pay their deposit and first payment which ensures their spot in that particular cohort.

The first night of orientation is when the students are considered enrolled in the program. During that first night of orientation, the students cover again all options to complete degree requirements and additional questions are answered. In the upper level BBA curriculum all students complete a Degree Completion Plan. On this form, the students write how they plan to complete any outstanding requirements for graduation. The students are encouraged to plan to complete any electives or general education requirements while they are enrolled in the BBA core or upper level curriculum. The students indicate when and by what method they plan to fulfill all requirements.

Advisor availability is essential to meet the student's need to have questions answered and to review options. Enrolled students are made aware of advising dates so they can set up an appointment to meet with an advisor. Some students choose to call an advisor with a quick question rather than setting up an appointment. All students are required to attend at least one individual advising session after they have completed over

half of the courses in their curriculum. This is especially important to students who are enrolled in the General Education Curriculum. These student may need counsel on methods of acquiring elective or pre-requisite courses. The required advising for the seniors is equally important to assure that all course requirements have been fulfilled and no surprises surface before graduation.

An established method of individualized advising before a student enrolls reduces the student's anxiety about entering a new program. The initial advising session clarifies to the student their responsibilities and makes them aware of all options available to them to fulfill graduation requirements. The "ongoing" individual advising ensures accurate communication to students and increases the probability of students matriculating.

In conclusion, the adult learners are the students of the future for higher education. "While retention is not the only reason we see for offering quality advising, it is the reason that seems to have prompted most studies pointing to its usefulness." (Ganiere and Kavanaugh 1992, Pg 188). Kroll (1990) reported a general increase in satisfaction on the part of both the students and faculty in response to a multifaceted approach to improved advising. Since academic advising is primarily for the student's benefit, it is logical to rely upon the student's perception of the reality of effectiveness. These perceived satisfactions and/or dissatisfactions, then , may be used as tools of evaluations to improve academic advising or advisor's performance. A handful of studies support the advantages of good advising with traditional students; it is our belief that adult non-traditional students, being off-campus (night program) and without the support of a community of learning around them, would register the effects of advising even more. Ganiere and Kavanaugh (1992).

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Multicultural Education: Visions from the Past, Actions for the Future

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Higher educational institutions serving adults are facing the same questions regarding inclusive curriculum as traditional colleges and universities. The call for diversity or cultural pluralism in social science perspectives as well as professional orientations is evident in course offerings or within traditional curriculum. The struggle that some faculty may face is the approach they take to curriculum development. In the past the access question was paramount in the minds of administrators who faced issues of recruitment and financial assistance. Those issues may linger, however, there is evidence of some changes in "*Black Issues In Higher Education*" February 22, 1996 issue on recruitment & retention. Ronald A. Taylor's article on "A Degree of Success" reports that statistics from the College Board shows a steady increase in recent years in the number of degrees awarded to Black students. The multiplicity of students' backgrounds brings us resources to draw on personal experiences and adds the interactive and reflective component to teaching and learning. A consideration we may now face is the question of what we, as educators in alternative degree programs for adults, have done to prepare our students and ourselves to maintain and enhance our multicultural perspectives.

Multicultural education models include several approaches and perhaps are best summarized by James Banks' (An Introduction to Multicultural Education) evolutionary diagram of ethnic studies. This diagram moves educational initiatives from a curriculum reform which identifies the following progressive stages: Anglo-American Centric Perspectives— Ethnic Additive— Multiethnic Perspectives— Ethnonational Awareness. In the "Ethnic Additive" stage, various ethnic notions are added to the major curriculum; progressing to the "Multiethnic" stage calls for a curriculum in which every historical and social event is viewed from the perspectives of different ethnic groups. At this stage of curriculum development, the Anglo-American perspective is only one of several and is in no way superior or inferior to other ethnic perspectives. The final stage, "Ethnonational" considers a world wide or "national" perspective wherein social or historical events are studied from a "nations" perspective inclusive of Africa, Asia,

Australia, Europe, North America, and South America.

Bank's final stage responds to the globalization approach and serves us well in times of multinational corporations and the world markets. The most apparent approach to multicultural education appears to be best defined by Bank's model or stage of "additives". This stage is actually support by Paul Pedersen's concepts of awareness knowledge and skill. In Pedersen's work, (A Handbook for Developing Multicultural Awareness), it is identified that diversity training or "Culture Centered" programs must begin with awareness, include specific knowledges on various groups and contribute to skill building in the areas of communication, education and service. In Mary Ann Smith and Sandra J. Johnson's edited text Valuing Differences in the Workplace, Barbara A. Walker identifies key principles of the "valuing diversity approach to diversity training" as follows: "people work best when they feel valued; people feel most valued when they believe their individual and group differences have been taken into account; the ability to learn from people regarded as different is the key to becoming fully empowered; when people feel valued and empowered they are able to build relationships in which they work together interdependently and synergistically".

How are these principles covered within higher education models? Do curriculum designs bring people together to "learn from people regarded as different" or do the major part of our approaches utilize a secondary source reference by reading literature and discussing theory? Don C. Locke's Increasing Multicultural Understanding: A Comprehensive Model also calls for self awareness and awareness of culturally diversity. We could therefore expect that successful multicultural efforts within higher education incorporate self awareness, awareness of cultural patterns, awareness of the effect of dominant cultures, differences and acculturation. By reviewing our approach to multicultural education we can share ideas regarding our various approaches, compare stories regarding the impact of curriculum and design learning activities that go beyond the classroom or instructional medium and impact change on both a personal and organizational level. Many of the writers of cultural diversity resources acknowledge that it can be a difficult task to introduce culture and cultural differences. One approach

suggested is to ask our students to read and analyze various "critical incidents". These critical incidents provide real life scenerios where individuals face decisions about interacting with others. Another way of introducing the importance of culture and cultural differences is through active and participatory research in areas where students already have some familiarity. Asking students to recall their own socialization experiences and to conduct a personal autobiography on how their race, gender or social class has impacted their life, offers an affective and operational element to their learning. We need to consider what our measures of success for "culture learning" are. What might we label as "outcome" measures?

Cultural learning requires a comprehensive approach to the human experience and to the concept of human dignity. Strategies to encourage cultural learning require fundamentally different methods from the more linear subjects and it embraces all of the disciplines because culture and learning are comprehensive and holistic. Culture is almost impossible for one to identify or recognize on one's own. We learn our culture laden behavior from earliest infancy and most of our personal cultural ways of being are subliminal. It is possible to set conditions for learners to examine their personal cultural orientation. By knowing our personal cultural orientations we can become aware of our biases, become intellectually flexible and more open to others. Individual learning experiences can be explosive. Creating interconnections and interrelationships expands the person's ability to live more fully and enjoy more completely. Each of us responds to our culture in a unique and personal manner and our culture is often unconscious. However, it is possible to come to grips with our culture when we examine our orientations in relationship to how we react and relate to those who are perceived as different.

Our perception of others conditions our understanding or lack of understanding of them. If we are open minded and have lots of experience meeting with diverse people, the way we approach the study of culture and diversity will be different from an individual who is prisoner to prejudice and stereotypes. In learning and teaching activities this is an obvious reality. Accommodating various levels of awareness, knowledge and skills

continues to be a challenge for facilitators of cultural diversity and multicultural education. Perhaps we can recall a time when the practicality or importance of multicultural education was under question or ridicule. Students and faculty alike may have argued that diversity training and multicultural education in fact was divisive rather that community building. To discuss differences in cultural ways of being could invite more stereotyping and after all weren't we really seeking a "color blind", classless society? This view could be seen as a "besides the point attitude" yet this attitude may in fact reflect a resistance to multicultural perceptions. It is the role of faculty to confront apathy and hostility in multicultural learning. If we can divorce the student from questions of relevance, or issues of fear and hostility, we can set the conditions for the ultimate purpose of education which is to bring the student to a lifetime of learning, a lifetime of learning more about himself/herself and a lifetime of reordering personal priorities, values and attitudes.

This personal approach to cultural learning is risky business in that it calls for the individual to examine their belief systems and to recognize how this belief system effects their behavior toward people who come from a different type of socialization. A case in point may be needed to actualize this concept. As a learning assignment students were ask to prepare a personal "culturgram". Three different models for this "culturgram" were provided. One model asked students to consider primary and secondary dimensions of culture. The primary dimensions included age, race, ethnicity, gender, sexual affectional orientation and physical abilities or qualities. The secondary dimensions were listed as work background, communication style, socioeconomic status, marital status, native born/non native born, military experience, functional specialty, religious beliefs, thinking styles, geographic location, parental status, and educational achievement. The next model list the many facets of culture as including values, beliefs, emotions, laws, attitudes, norms, material possessions, aspirations, perceptions and symbols. The final proposed model asked students to prepare their "culturgram" by considering the degree of cultural and psychological change they and their families have experienced in terms of acculturation.

In the three years that this exercise has been assigned, every student chose to create

their personal "culturgram" based on the first model described. This dimensions of culture approach appears to be the model which fits their present level of conscious awareness. Students prepare this "culturgram" and present it during discussion sessions. This exercise allows each individual a personal voice in who they are and opens the door to consideration regarding culture's influence on behavior. There are countless stories to be told and in the over 100 students who have participated in this exercise their stories are illumination of the common struggles that we face in our private and public lives. This approach to multicultural education lends itself to the importance of "starting where the student is". The reflection of these personal accounts of assimilation, acculturation and on occasion cultural pluralism, can take on academic integration in terms of the principles of sociology, anthropology, communication, psychology and human relations.

Using learning activities of this manner does require a lead in and preliminary conceptual preparation. The progression into the personal reflection of culture's influence and effect on behavior follows historical and demographic foundations of knowledge. There continues to be debate regarding historical perspectives and in the past much of this debate had to do with whose story was at the center of the historical account. Curriculum continues to be "anglo-centric" or perhaps the more progress texts have a "ethnic additive" approach. Various groups charge educators with perpetuating a superiority attitude; the contributions of African Americans, Asian Americans, Latino or Hispanics, Native Americans and Women are perhaps more evident in today's accounts of the building of our nation, but the point of entry to historical perspectives is still regarded as a "white male" account. Therefore, the struggle for building foundation in multicultural education is likely to continue. Another illustration of this struggle is in the concept of bilingual education. In fact, the bilingual education movement of the late 1960's could be considered a precursor to multiculturalism. There can be said to be three specific curriculum models to bilingual education. The most familiar model is the "transition" model which calls for educating students in their native language while you teach them english. At the point of minimum proficiency in the english language the student is transferred to a regular english only classroom and immersed in the academic and

language programs offered to "mainstream" classrooms. It can be said here that even our language regarding this transition puts a superior attitude as the english only track is referred to as "mainstream" and the bilingual track is called "transitional".

Another form of curriculum in bilingual education was introduced in the 1960's. This model was called an "enhancement" model. In this model, bilingual education was an option for all students. A non spanish speaking student could be included in a bilingual program where language and culture was central to their education studies. This model did not simply include a "foreign language" as one of the subjects the student took. The student would actually study science, math, reading, art, music and other academic disciplines in the bilingual mode. The model recognized the enhancement the student receives. This is a fascinating model when considered in regards to current multicultural education efforts. The enhancement model could be said to mirror Banks' multiethnic perspectives stage of multicultural education. The final approach of bilingual education is actually the approach that was initially used in the early immigrant period, it was an immersion program, learn english and assimilate. This approach can be likened to Banks' "Anglo-centric" perspective.

It may actually be apparent at this point, as we consider multicultural education and curriculum building activities, that there is no one way to approach cultural learning. There is a general recognition that cognitive, affective and operational domains of learning need to be considered as we build learning activities into our academic offerings. Robert Kegan, in his recent publication In Over Our Heads: The Mental Demands of Modern Life, reminds us of the complexity of the mind and the impact of reflective judgment in regards to reconstituting self. The call to multicultural learning can be initiated by the student or it can be initiated by the demands of post modern times. An employer may want to be certain that students are prepared to interact in a diverse setting. The student may have a curiosity regarding ethnic or gender focused study. In fact, as we consider multicultural studies we can identify several traditional and none traditional courses or disciplines. Some of our multicultural offerings are anthropology courses, some are sociology courses, some are part of an "ethnic" or "women's" studies department and

occasionally you may find a study under the communications departmental offerings. History departments have also developed focused studies for various groups. No one owns the rights to this area and it is certainly interdisciplinary in nature. This offers us great flexibility in how we design curriculum and allows for diversity in approach.

Carley H. Dodd and Frank F. Montalvo, in their edited text Intercultural Skills for Multicultural Societies, offer the following criteria for cross-cultural training: a) how satisfied or well adjusted, is the trainee to using multicultural perspectives, b) how satisfied are those who employ the trainee and c) are the task required of the trainee being carried out in a culturally sensitive manner. How can we consider this in light of outcome objectives for our students? In a program which measures attitudinal levels prior to exposure and attitudinal levels after a concentrated program of awareness, knowledge building and skill enhancement, perhaps we can identify some outcome measures and encourage our adult learners to recognize a continual need for self directed and self initiated life long learning in cultural diversity. Our learning objectives need to build on communication, understanding, collaboration and interdependency which celebrates our diversity and focuses on a strengths rather than deficits model of interracial, multiethnic, multibelief systems, social class, gender, physical abilities and sexual orientation.

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Part One of an Outcomes Study: Implications for Management Education

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THE NEED FOR OUTCOMES RESEARCH

In recent years, schools of business have been challenged to modify their structures, processes, and methods of learning and teaching to respond more effectively to the growing need of adult learners in a new market segment -- the management development degree program (Fortunato, Belasen, DiPadova, Hart, 1995). Criticism, aimed particularly at traditional schools of business, has called for the implementation of more innovative approaches to management education, increased access through greater feasibility, enhanced acceleration via the granting of credits for college-level learning, and ultimately increased program relevance. There has gone out a call to make management education programs more responsive and accountable to market needs (Porter & McKibbin, 1988; Muller, Porter, & Rehder, 1991).

When SUNY Empire State College was established in 1971, it began a tradition of student-centered education, similar to that of most Alliance institutions. Our practice of being responsive to student needs is consistent with this more recent call for management education to be accountable to "market needs". Drawing upon work done by Alliance in identifying important competencies (Adult Learning Outcomes Project, 1995), Empire State College launched a major three-part Outcomes Study in 1994 to evaluate the effectiveness of the college's undergraduate FORUM Management Development Program and to insure that it is accountable (Shadle, 1995).

FORUM is a program begun in 1985 in Central New York for experienced managers seeking an opportunity to complete their bachelor's degree while continuing their professional obligations. In the past six years the program has been replicated in Western New York and Eastern New York with a FORUM Advisory Board overseeing policy and academic quality in the three locations. It was the intention of the Board that the Outcomes Survey provide valuable data which the Board could use to improve the program and relate to the criticism being launched at management programs.

In addition to criticism cited above, another stream of criticism has been aimed at management education pedagogies and the content of learning. It has challenged management education to shift its emphasis from management knowledge acquisition to management skills development and from understanding by listening to learning by doing (Whetten, Windes, May, & Bookstaver, 1991; McEvoy & Cragun, 1987). More recently

and consistent with the call to integrate cognitive and behavioral methods of learning into an integrated scheme of learning (Fleming, 1992; O'Connor, 1993), Whetten and Clark (1996) proposed an improved methodology for teaching skill development "in a way that systematically integrates the best features of a variety of traditional methods, and treats thinking and doing, and learning and applying as mutually enhancing learning processes" (p. 153). Their framework, basically an adaptation of Kolb's (Kolb, 1984) integration of action learning and reflection with practical and abstract thinking, results in the formulation of a dual learning cycle: assimilation through experience, understanding, and practice activities; and postcourse practice through reflection and application . They argued that this integrated model, more than existing management education methods, places students in the role of proactive learners, thus promoting long-term behavioral change through motivation for self-directed learning.

Criticism and assessment of management education programs have been useful in challenging institutional leaders to reexamine their programs. One recent source of criticism is the Task Force on High Performance Work and Workers. The goals of the task force were to recommend models of cooperation between business and higher education institutions and ultimately to provide higher education with parameters for future directions based on the viewpoints of the corporation. The observations of the task force corporate leaders were very specific:

- Higher education does not take the needs of the private sector seriously.
- In the face of global competition, higher education is behind the curve -- unable to respond quickly and trapped in a discipline-bound view of knowledge.
- Corporate leaders are concerned less with a decline in the quality of higher education than with developing workers who can adapt and lead in business conditions characterized by dramatic change.
- Corporate leaders agree that graduates are deficient in a number of areas, including leadership and communication skills; quantification skills, interpersonal relations, and the ability to work in teams; understanding the need to work with a diverse work force at home and abroad; and the capacity to adapt to rapid change.
- Several leaders report a reduction in their emphasis on hiring graduates right out of college in favor of hiring more experienced workers.
- Some business leaders have significant reservations about the value of the MBA (Business Higher Education Forum, September, 1995).

Although some schools have responded enthusiastically to these criticisms, most traditional schools have changed their methods and pedagogies only marginally, usually through an increase in the scheduling of evening classes or more dramatically through the

introduction of weekend classes and the presentation of courses over the Internet. Brown University and the University of Pennsylvania, for example, have begun to offer their graduate courses over the Internet (USA Today, 8/7/96, 5D). At Wharton Business School, Thomas Gerrity, the Dean, has taken some steps to transform his program along the lines of the market model of reengineering by tearing down functional divisions, relocating staff specialists and students to interdisciplinary teams. He has also tried to remove the barriers which have separated his school from the university's other programs. Students now offer consultancy to other parts of the university. They are also sent on "global immersion" missions to become versed in international business management (The Economist, April 13, 1996). Harvard Business School, which has been criticized for it lack of innovative curriculum and turning out general managers that are good at selling themselves rather than effective leaders with strong interpersonal and computer-based analytical skills, has gone through a similar, although not as dramatic, transformation . A "Foundations" course was added to its curriculum emphasizing analytical, interpersonal, and ethical skills. The school has also recruited more foreign teachers to add an international flavor to its curriculum. The school has also begun to pay more attention to business firms that employ its MBAs (The Economist, Oct. 7, 1995, p. 69). Other schools have responded by increasing the number of evening classes and by establishing certificate programs.

Although encouraging, these modifications seem to be driven by the need to align organizational capabilities with strategies to become more competitive. They are input or institutionally-oriented. On the other hand, the criticisms suggest that modifications should be made as a direct response to adult learners' professional and organizational needs. That is, they should be output or customer-focused. It was not surprising, then, to find that although some schools have changed some of their structures, their curricula have remained essentially unchanged. An experienced manager seeking formal education, for example, is still required to take the standard dose of functional and managerial introductory courses, regardless of his/her prior learning and practical knowledge.

Meanwhile, non-traditional schools have, usually since their inception, utilized more flexible structures and methods of teaching to accommodate adult learners' needs. (Johnstone, 1994). Empire State College's FORUM Management Development Program is a case in point. FORUM's philosophy is rooted in the assumption that everything that managers need to know is determined not by a rigid list of courses but by students using their wisdom and accumulated knowledge and skills to look at things holigraphically -- how the whole fits together. The students create their own paradigms and conceptual frameworks within which learning takes place in an integrative way. FORUM facilitates

the learning by providing a broad range of group studies which can be combined with unique individualized studies to fit student need. The process of study is also flexible, allowing students to work independently and also meet with instructors and fellow students at six intensive weekend conferences each year. In its effort to continually address what it perceives to be market needs, one of the FORUM programs (FORUM/East in Eastern New York) has launched a competency-based management program that is geared toward action learning and is rooted in skill assessment, development, and application (Belasen, Benke & DiNitto, 1996). Competency-based education is intended to assure that participants can take best management practices and transfer them into their everyday experiences.

EMPIRE STATE COLLEGE'S OUTCOMES RESEARCH

Despite a history that seems to respond to many of the contemporary criticisms of management development education, Empire State College is committed to continually reexamine its programs to see if the college is addressing needs as they change. The FORUM Outcomes Study was determined to be an appropriate mechanism for such an assessment.

It was designed in three parts, using various methodologies. Part One, reviewed in this paper, utilized a questionnaire sent to all 318 graduates of the FORUM program. It was primarily quantitative with some opportunity for open-ended qualitative responses. Part Two, currently in process, utilizes three cases to which students respond. Part Three, not yet begun, will involve interviews with a selected number of the sponsors who employ the students/managers.

Part One contained seven sections. Section I sought information relating to students' reasons for completing their college education. They were asked to rate the importance of various reasons related to career improvement, academic goals, personal development and social cultural participation goals. Sections II and III sought information about competencies. Section II was an open-ended question inviting students to describe, in their own words, the competencies they believed were important to continuous learning. Section III listed 70 competencies in five categories: Communication, Interpersonal Relationships, Inquiry and Analysis, General Education (including such competencies are working independently, identifying issues that reflect public policy, interpreting literary works, thinking in terms of systems), and Application of Knowledge and Skills (including such items are the roles of a manager, connecting theory to practice, understanding economics). The information sought in this section was growth. Therefore, for each item graduates were asked to rate their degree of competency prior to enrollment

in the FORUM program and, on a separate line, to rate their competency upon completing their college education. Section IV sought information about the graduates' perception of the academic challenge provided for them in the FORUM program (for example, in research or in writing), the reasons the students chose the FORUM program (e.g. self-fulfillment, requirement of employers, etc.) and their level of satisfaction with the program. Section V gathered information about graduate studies undertaken or anticipated by FORUM graduates. Section VI sought information about the impact of the FORUM program on career or professional outcomes. And Section VII asked students to rate the overall effectiveness of the FORUM program and the factors which impacted their success. Section VIII gathered demographic information.

FROM DATA TO INFORMATION

The data reported from Part I of the Outcomes Study was reviewed by a three-person review team within the FORUM Advisory Board (Drs. Alan Belasen, Meg Benke and Carolyn Shadle), chaired by Dr. Carolyn C. Shadle. The team's charge was to transform the data into useful information by identifying implications which the data might have for the FORUM program. We will outline here findings that the team felt impact the program's mission, program development, overall program effectiveness, and future research.

Mission

Regarding the mission or philosophy of Empire's FORUM program, the data strongly indicated support for the essential elements of the program which embody the school's philosophy: individualization, independent learning experiences, flexibility, mentor support, and the validation of experience-based learning.

The data also indicated that students' horizons were expanded as they progressed through the program, which supports the program's commitment to business education within the context of broader learnings. The students maintained that they entered the program primarily for career-related reasons (to become more marketable, to improve professional status and to improve their chances of promotion) and that their primary focus was on business and management studies. A large percentage, however, indicated that they grew to appreciate learnings in a wide variety of subjects, understanding and appreciating creative and artistic expression, understanding and interpreting literary works, understanding the environment and ecological systems, dealing with moral and ethical issues, being able to place problems in their historical perspective and improving in such areas as communication and critical thinking. They also appreciated their growth in self confidence, the knowledge they gained about their preferred learning styles, and their

ability to focus, prioritize and manage their time. The review team noted that students' goals were largely self-focused. For an institution committed to putting the learner at the center of the learning experience, this information was not surprising and, in fact, affirms much of the program's mission.

What ranked consistently low was interest in or growth in interpersonal, social/communal and cultural areas. "To become involved in social or political activities" ranked lowest among the students' goals. "To participate effectively as a citizen" was also ranked low. The only higher ranking response in this goal are was much more personal, "to serve as a role model for my children/community". In terms of growth attributed to the program, the surveyed students ranked their growth in "commitment to the community" as lowest among 70 options.

Program Development

Students, like the critics of management education, focused on the importance of communication, critical thinking and self-direction and stated that they grew in these competencies. Unlike the corporate leaders reviewing needs in management education, the FORUM students did not put much stress on learning related to change, teamwork, leadership or the willingness to take risks.

Closely related to the leadership issue is that of vision and citizenship. Whether it be in the workplace or the community, students found the program to do little to enhance their skills in providing vision.

One section of the survey invited students to assess their growth in a number of areas. Although they identified communication skills as a major outcome, they also indicated that in some aspects of communication the FORUM program only added marginally to their skills. These included speaking in front of groups, listening skills, and demonstrating confidence in presenting ideas.

Time management was identified as the area of greatest challenge to the students - not surprising, given the demands upon the students from home, work and school.

Interpersonal Communication was identified as the least challenging area, as compared to the challenges of managing time, writing and doing research. This may be because students come into the program with a high degree of competency in this area. Or, further research might reveal that students have not been challenged to know that they do not know about interpersonal relations. Such knowledge might enable them to be more effective than they presently are able to be.

Noticeably absent was mention about computer literacy. Few students listed this as an important learning outcome and none highlighted the topic as an area of growth. Perhaps the instrument was deficient in not probing this area more directly, or perhaps

the program has not put high emphasis on this as a learning outcome. This is a topic for further exploration.

Overall Effectiveness

The Study attempted to measure FORUM's effectiveness in preparing students for graduate study. Since the program is relatively new, with approximately eight years of graduates (most in recent years), the data was difficult to interpret. The data did indicate, however, that 23% of the students applied to graduate school (up from 11% who had originally intended to do so when they entered the program) and 16% had enrolled. These percentages are comparable to graduate school enrollment rates reflected in other outcomes studies conducted by the college. Given, in general, a highly capable group of students with higher than average disposable income, one might expect a higher percentage to attend graduate school. However, the higher average age of FORUM students (47 as compared to 37 in the college overall) might explain the lower graduate study rate.

When respondents reported their level of overall satisfaction with the FORUM program, 98.3% reported themselves to be satisfied or very satisfied. When asked if the program had impact on their career mobility or professional development, students reported great impact on their marketability and enhancement of their ability to perform in their current position. Few had yet seen their involvement in the program result in new positions or promotions.

When the students reported what they perceived to be the overall satisfaction of their employers, 90% reported that their employers were "very satisfied" or "satisfied", with half of those "very satisfied". The reviewers would have preferred a higher percentage of students reporting "very satisfied". Students may have been reporting their view of how their employers' perceive the time employees must devote to their studies. Perhaps, however, their ratings were related to what they believed was their employers' perception of the quality of the program (and gap between their expectations and reality). Further research, including the employer interviews scheduled in Part III of the Outcomes Study, should address more specifically the satisfaction level of the employer.

An analysis of the factors important to the students' success in completing the program revealed that the extrinsic rewards were rated the highest (i.e. independent learning format, individualized degree programming, flexibility, credits for experience-based learning, and opportunity for acceleration).Somewhat surprisingly, students did not rate as high the factor of mentor support.. They repeatedly indicated that personal drive and motivation were important in their ability to complete the program. Since intensive mentoring and faculty interaction are major investments in the program, the team conjectured that perhaps it is to the credit of the mentor that mentors empower and enable students to manage their lives to achieve their goals, and, by validating the student,

allow the student to claim the credit. The team was also surprised that students did not rate employer support as a highly important factor in their success, since most students receive major proportions or all of the costs of the program from their employers.

Further Research

As with any research, it is always possible to think of ways that the gathering of data could have been improved. The team observed, for example, that asking students to state the goals that led to their enrollment in the FORUM program would yield more valid responses if the question were posed upon entry rather than upon graduation. The fact that the question was posed after completion of the program may explain the strong correlation between what they identified as their goals (marketability and personal satisfaction) and what they identified as the impact of the program on their lives and careers.

Several areas have been mentioned above as questions worthy of further exploration in order to more accurately adjust the program to meet the college's mission and students' (and the market's) needs. A partial listing follows:

- What are the competencies in the area of interpersonal communication as related to the possibilities for learning and growth in this area?
- What program modifications are appropriate and possible to enhance students' identity as citizens, leaders, collaborative workers, and change agents?
- What role is FORUM playing, or should be playing, in the development of students' computer literacy?
- What is the level of satisfaction on the part of the sponsors?

In its effort to move from data to information the review team provided the FORUM Advisory Board with a fuller report, including implications of the data to marketing and administration, along with recommendations and questions.

BROADER IMPLICATIONS FOR MANAGEMENT EDUCATION

How does the information gleaned from the FORUM Outcomes Study relate to criticisms we have been hearing about management education? What are the implications for management education, in general? FORUM's study has pinpointed the need to aim the curriculum more toward needs expressed by businesses to meet the changing demands of the marketplace. FORUM students clearly demonstrate a need for a more vigorous business management program tailored not only to their current professional needs, but also one that will prepare them to deal more effectively with future changes. While they indicated appreciation for the opportunity for professional growth, the data suggested that there is a need for their education to become integrated into the whole scheme of

corporate change. Moreover, they need to become skilled at dealing and adapting to this change. Curriculum development around the ideas of change and innovation, organizational transformation and leadership roles, competency-based management, teamwork, time management, business communication, cultural diversity, critical thinking, decision making, and problem solving are the skills that seem to be most profitable for managers now and in the future. The data also highlighted students' need for greater knowledge in the area of social responsibility and citizenship. It confirmed some of the observations made by corporate leaders - that middle managers are concerned about their professional development, but need to pursue their development in the context of their institution and the society at large.

It will now be the task of the FORUM Advisory Board to continue accumulating data in Parts Two and Three and to work with its faculty, students and sponsoring employers to fully understand the implications of its findings and ways to implement appropriate programmatic change. These findings, together with criticisms launched at management development education, can be useful in guiding the entire management development field.

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Teaching Online: Design Issues and the Creation of an Asynchronous Learning Environment

Changing student characteristics and a changing higher education environment prompt a look at new modes of course delivery. The average age of the college student has increased markedly as people enter, leave, and re-enter higher education usually as a result of work responsibilities, finances, and changing career paths. Almost all my students have family and work responsibilities which often hinder their abilities to devote a length of time to obtain an undergraduate degree. Rising tuition has also made it difficult to pay for their educational expenses and thus many augment family resources with heavy work responsibilities while enrolling in just enough credit hours to remain eligible for financial assistance. These factors, as well as an array of others, indicate constraints of time and place. As an instructor in a nontraditional adult education program, I constantly seek new ways to improve the delivery of my courses and my teaching effectiveness. At my university I am attempting to use new technologies to develop anytime/anyplace learning strategies which are equivalent to or greater than the learning outcomes achieved in the more traditional courses. Although teaching online required some re-engineering of one's pedagogical methods, it did not require as radical a change

as might be thought. Pedagogical enrichment occurs when the profile of a course does not change, in terms of desired outcomes, but within the course itself the instructor finds ways to create a learning environment which is richer than the previous version (Collis). Through simple communication technologies, primarily e-mail and a usenet news group, I am working toward enriching the learning environment of my students. Although I use some online course instruction in other courses, in this paper I will focus primarily on the courses that are offered strictly online; no campus visits are required unless the students wishes to do so. The syllabi for these courses can be viewed at http://www.stedwards.edu/newc/ursery/ursery.htm .

An online educator is one who creates an environment in which remote, content-based and often theory-based learning occurs. An environment in which the learner can operate as a researcher and can demonstrate proficiency in course learning outcomes. It is important that the creation of learning outcomes should include not only the content of what the professor wishes the student to learn, the learning competencies, but, as importantly, how the student will achieve these competencies, and at what level. While it is important that clearly stated leaning outcomes be an essential part of any

syllabus, given the asynchronous aspect of online teaching they become even more important (see http://www.stedwards.edu/newc/ursery/buseth.htm for examples). The increased use of anytime/anyplace learning techniques will someday, I hope, allow colleges and universities to award credit on an assessment of outcomes rather than on contact hours.

Critical thinking skills become even more crucial in this type of environment because self-directed learning requires the student to distinguish between good and poor research as well as between good and poor online communication skills. It also requires the student to more actively participate in their own learning. The ability to problem solve is a paramount need as is

a continuing learning and relearning of technological aspects in order to continue their education and to make the machine work; applications, interfaces, terminology, and changing formats and syntaxes. Online students have to actively follow some frame of structured thought to consistently use the format. By default they must think, read, and understand - whether word or graphic symbol, and discern toward choice. As a distance educator, much of my task is to assist with strategies that facilitate curricular use of this educational environment for learning and research. The anytime/anyplace learning student must be placed at the center of this new environment since much of their learning must be achieved without the help of a "teacher." In order to allow students to dwell on content that is often times difficult for them to learn, the information-providing element of teaching will be mediated and the faculty-student contact time will diminish to where it will be used in only those instances where the learner needs assistance (Wagner 12). Since this form of educational delivery is often asynchronous, the online teacher must be actively involved in monitoring and guiding the class, often on a daily basis, but the information-providing aspect will be secondary to the information-guiding aspect.

In a traditional face-to-face, one-to-one or one-to-many teaching/learning environment it is relatively easy to identify the tools of the task. They include buildings, books, lectures, classes, office hours and the like. Introducing an element of anytime/anyplace learning into a traditional setting may enrich learning, reduce the cost of teaching, or reduce classroom time and space constraints but this in itself only represents a movement toward the opportunities presented by an anytime/anyplace learning environment. Such an environment, however, is more than just a shift to the distance education end of the delivery spectrum. It involves a pedagogical shift to the construction of an educational establishment to serve an open learning environment, although not an open ended and free form environment. The distance education instructor has to work

with guidelines and parameters otherwise at worst the student falls hopelessly behind or the class becomes only an opinion sharing endeavor. Computer mediated instruction and distance education in general asks that we get education out of the classroom and into student's work and home environment, as distinct from using technology to reinvent or revitalize the traditional classroom. Revitalizing the classroom may solve some of the problems facing the teacher and the institution, but usually does not address the problems faced by the adult learner. Also, it does not address the issue of individual versus group work skills as a part of the educational process, as a desired element in learning. This is especially important as computer mediated technologies and video-communications make group work and distance work more desirable and more effective (Moller and Draper 12).

Using instructional television, compressed video, multimedia CD-ROM delivery systems are nice, but currently too expensive for many colleges and universities. The introduction of anytime/anyplace learning via e-mail and usenet has the greatest benefit in courses where student interaction and discussion of material and issues are encouraged as a way to build students' understanding of course content. I have taught four different courses using online techniques. For example, an introductory Ethics course (http://www.stedwards.edu/newc/ursery/applyeth.htm) is taught solely using computer mediated communication and prerecorded videos the students are allowed to check out for the semester. In the course I opted to keep things simple (and cheap) by sticking to simple e-mail and a Usenet discussion group. I have an optional orientation to help students in activating their university computer accounts. Students are strongly encouraged to attend but if they are proficient in use of a computer and already have an account they are not required to do so. In the orientation I give them the syllabus and any supporting materials.

A syllabus in any DE course is very important and should be laid out clearly and precisely. Remember, you will not have class days to clarify your remarks. Your syllabus will contain not only the traditional information (evaluation, assignments, etc.) but computer information as well. For example, terminal emulation, protocol, instructions for accessing Usenet discussion, the web (which should include information on your university's SMTP Server, their POP account, an IP address, etc.), saving files to their account in order to download later, phone numbers for the modem to call and for support, etc.

If you have a class using asynchronous computer conferencing, where students log into the discussion individually the discussions have much greater depth than normal face-to-face conferencing. This is because students have more time to reflect and to prepare their responses (Ursery 27). The general structure of my online courses are as follows. Since most of my students are adult learners and thus have family and careers, I choose to make Saturday the first day of the class week. Thus, on day one I post the online questions and assignments to our discussion group and, if appropriate, send a lecture to their e-mail file. Days two through seven would consist of student responses, based on the readings, to my initial questions and to each other. The students were required to log on at least three times for each assignment (each week) and only one log on per day would count toward their discussion grade (although sometimes they would log on more than once per day and this was okay). I reviewed their comments every day, including weekends, to answer questions, keep the discussion on track, and often to offer my observations on their comments. At the end of the week I would grade them on their comments in terms of their understanding of the week's assignments. Their grade would be e-mailed to them. With the exception of exam week, we followed these procedures.

Just like there are many different types of classroom teachers so too are there a variety of

online methods. In conclusion let me mention some points and issues that probably apply to most all online approaches. First, try to limit your class size to no more than 15 students with eight to ten being best. If done properly, it takes more time to teach a computer-mediated course than a "normal" nontraditional or even a classroom course. You have to read all of the student responses and comment on them in a timely manner. In addition, logging on every day is important. Online teaching does not necessarily require large blocks of time but it does require attention to the discussion. An attentive online teacher should guide the discussion as well as immediately clear up any misinformation or misinterpretation the students may be posting. Finally, have a phone-in help desk with a sympathetic and knowledgeable person available. It is important that this desk be open in the evening and some on the weekend. You do not want your students spending more time trying to figure out a computer problem than they do working on your assignments.

Minimum Qualifications for Students:

- Access the online (internet) course materials (primarily our usenet discussion group and e-mail) and the world wide web from at least one of the following: SEU campus, other college campus, home or work.
- Log into our online course discussion group a minimum of three days per week.
- Log into online course discussion and resources at least two hours per week (spread over the three days). This is time you spend posting and reading other posts not the time you spend reading the assignments, preparing your posts and responses to posts, and personal reflection.
- Actively participate in all online activities, discussions, www research, etc. "Active participation" means posting and responding to e-mail in class and group usenet discussions and having all work submitted on time.

- Maintain an accurate personal log of online course-related activities which is to be shared with the instructor for evaluative purposes at least twice per month. Each log should cover about two weeks worth of reflection and commentary.

- Privately confer with the instructor, via e-mail, re performance in the course, at least twice during the semester: once in the first half and once in the second half of the semester.

- Meet all deadlines for assignments and exercises set by the instructor or your group.

With the development of expanded communication capabilities, learners and educators will have more choices than at any time in the past. As educators we must seriously reexamine not only the nature of the educational programs we offer but the methods by which we offer them. The values of quality, flexibility, access, and fiscal responsibility should guide our pedagogical re-engineering. The online medium has much to offer schools in moving into the next century. However, with any educational paradigm shift, this new learning environment must continue to focus on scholarship and content-based learning. Creating an environment where the student masters new information, develops attitudes and values, and leans how to analyze and synthesize are still the domains of higher education. As instructors our goal should offer access to an education and not just access to a degree.

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